WELLESLEY COLLEGE NEWS

MAGAZINE NUMBER

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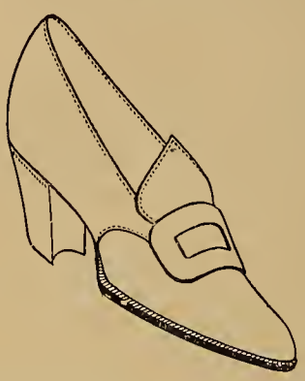

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[illegible]DDRESSES AT THE INAUGURATION OF ELLEN FITZ PENDLETON, M. A., LITT. D., AS PRESIDENT OF WELLESLEY COLLEGE.

MORNING SESSION.

PRESIDENT PENDLETON'S INAUGURAL ADDRESS

THE FUNCTION OF A COLLEGE

FOR a long time [illegible] past five years [illegible] has been the [illegible] censors have [illegible] without. It is not [illegible] criticisms or to under[illegible] lege, but it may be said [illegible] criticism from without [illegible] misapprehension of the [illegible] other hand, the just criti[illegible] alive to the great opp[illegible] therefore keenly sensitive to [illegible] of the college to make the most of [illegible] cannot hope to add anything to a subject [illegible] had so many and so distinguished adv[illegible] college must inevitably be the subject of [illegible] on an occasion like this, and it is to a brief consideration of the function of the American college [illegible] invite your attention this morning. It goes without saying that such preparation as I have had [illegible] a discussion of this subject has been obtained in a college exclusively for women. Happily for both men and women must work together in the world, and I venture to say that the function of a college for men is not essentially different from that of a college for women.

I ask you to consider [illegible] the twofold function of the college, [illegible] citizenship and the preparation of [illegible] exigencies of our mother tongue com[illegible] the masculine pronoun, but it [illegible] reference is made to college [illegible]

What constitutes [illegible]ship? What are the chara[illegible] citizen, and how may they [illegible] have learned the import[illegible] question not only [illegible] but from that of the [illegible] to pay his share of [illegible]

[illegible] may be cast. It is evident, therefore, [illegible] the college must furnish him opportunity for [illegible] knowledge of history, of the theory of government, of the relations between [illegible] and labor, of the laws of mathematics, [illegible], physics, which underlie our great in[illegible], and if he is to have an intelligent and sympathetic interest in his neighbors, and be able [illegible] another's point of view, this college-trained [illegible] must know something of psychology and [illegible] the mind. Nor can he do all this to his [illegible] without access to other languages [illegible] his own. Moreover, the ideal [illegible] have some power of initiative and [illegible] the ability to think [illegible] But, it will [illegible] years is [illegible] but what the college [illegible] the stimulus and [illegible]

How can the college develop these char[illegible] in its students? To begin with the [illegible] factor, the college must be thoroughly equipped with lecture rooms and laboratories. Year by year the demands grow larger, and there is practically no limit to the amount of money which the college can profitably spend upon material equipment. This material equipment must be housed with a due regard for beauty as well as convenience. There must be a library large and well selected, and, if possible, the student should have free access to the books. To see on the shelves far more books upon the subject assigned him for investigation than he can possibly use, engenders in the young student that modesty which is essential to further attainment. What shall be the curriculum for this ideal college? This is a much-discussed question, and experts disagree, and probably always will disagree. The principle of election is universally conceded, but absolute freedom of election is no longer upheld. The choice of subjects offered

PRESIDENT ALICE FITZ HENDERSON

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ADDRESSES AT THE INAUGURATION OF ELLEN FITZ PENDLETON, M. A., LITT. D., AS PRESIDENT OF WELLESLEY COLLEGE.

MORNING SESSION.

PRESIDENT PENDLETON'S INAUGURAL ADDRESS.

THE FUNCTION OF A COLLEGE.

FOR a long time, and especially during the past five years, the American college has been the subject of criticism. Its censors have been from within and from without. It is not my purpose to rehearse these criticisms or to undertake the defense of the college, but it may be said in passing that much of the criticism from without is due in part, at least, to a misapprehension of the aim of a college. On the other hand, the just critic from within is eagerly alive to the great opportunities presented, and therefore keenly sensitive to any failure on the part of the college to make the most of them. While I cannot hope to add anything to a subject which has had so many and so distinguished advocates, the college must inevitably be the subject of an address on an occasion like this, and it is to a brief consideration of the function of the American college that I invite your attention this morning. It goes without saying that such preparation as I have had for a discussion of this subject has been obtained in a college exclusively for women. Happily for both, men and women must work together in the world, and I venture to say that the function of a college for men is not essentially different from that of a college for women.

I ask you to consider this morning the twofold function of the college, the training for citizenship and the preparation of the scholar. The exigencies of our mother tongue compel me to use the masculine pronoun, but it will be understood that reference is made to college students of both sexes.

What constitutes a training for citizenship? What are the characteristics of the ideal citizen, and how may they be developed? He must have learned the important lesson of viewing every question not only from his own standpoint but from that of the community; he must be willing to pay his share of the public tax not only in money but also in time and thought for the service of his town and state; he must have, above all, enthusiasm and capacity for working hard in whatever kind of endeavor his lot may be cast. It is evident, therefore, that the college must furnish him opportunity for acquiring a knowledge of history, of the theory of government, of the relations between capital and labor, of the laws of mathematics, chemistry, physics, which underlie our great industries, and if he is to have an intelligent and sympathetic interest in his neighbors, and be able to get another's point of view, this college-trained citizen must know something of psychology and the laws of the mind. Nor can he do all this to his own satisfaction without access to other languages and literatures beside his own. Moreover, the ideal citizen must have some power of initiative, and he must have acquired the ability to think clearly and independently. But, it will be urged, that a college course of four years is entirely too short for such a task. Perhaps, but what the college cannot actually give, it can furnish the stimulus and the power for obtaining later.

How can the college develop these characteristics in its students? To begin with the least important factor, the college must be thoroughly equipped with lecture rooms and laboratories. Year by year the demands grow larger, and there is practically no limit to the amount of money which the college can profitably spend upon material equipment. This material equipment must be housed with a due regard for beauty as well as convenience. There must be a library large and well selected, and, if possible, the student should have free access to the books. To see on the shelves far more books upon the subject assigned him for investigation than he can possibly use, engenders in the young student that modesty which is essential to further attainment. What shall be the curriculum for this ideal college? This is a much-discussed question, and experts disagree, and probably always will disagree. The principle of election is universally conceded, but absolute freedom of election is no longer upheld. The choice of subjects offered

should be as large as the material equipment and the teaching force can provide. A small number of absolutely prescribed subjects, some restriction of election in the rest, which will secure for every student reasonably advanced work in some field of knowledge,—these two provisions are those most universally recognized in college curricula to-day. What these absolutely prescribed subjects shall be is another question upon which there is a wide diversity of opinion. Probably English, the ability to speak and write correctly, clearly, and idiomatically is the only subject which would be put by all in the prescribed list. I should like to make a plea for two others to be added to the list. One of these is often not included in the curriculum at all, and the popularity of the other as a prescribed subject is waning. I refer to Biblical history and mathematics. I believe that Wellesley College was one of the first colleges, if not the first, to introduce the systematic study of the Bible into its curriculum. Our far-sighted founder saw that a Christian college, undertaking to give a Christian education, should require a thorough and systematic study of the history of that people to whom God revealed Himself, and through whom the greatest of all Teachers was given to men.

The value of the study of mathematics has been often stated. I shall merely indicate here two reasons why I believe study of mathematics to be an essential element in the education of youth. First, it furnishes better than any other subject, training in close reasoning, both deductive and inductive. Moreover, because it is what is called an exact science, the accuracy of its conclusions can be tested at every point. It not only trains the student in clear and logical thinking, but it also leads him to have confidence in his own conclusions. It therefore develops the power to think clearly and independently. In the second place, the study of mathematics develops power of imagination, a power not dissociated from the ability to think clearly and closely. This culture-giving quality in mathematics is too little recognized. Moreover, mathematics presents to most young students just the kind of difficulty the overcoming of which produces that intellectual fiber essential to effective citizenship.

Material equipment and curriculum are important, but upon the teaching staff must the college depend for the maintenance of high standards of scholarship and life. There must be an adequate teaching force composed of men and women of culture and strong personality, amply qualified by advanced study for their work. There will inevitably be variety of personality, and this variety will form one of the elements of strength in the corps of instruction. There will be those who are scholars first and teachers afterwards. There must be those who are teachers as well as scholars. One of the difficult but not insoluble problems of the life of the teacher is to adjust the demands of the class-room to the claims of research. Active sympathy with young minds, a passion for teaching, a love for the chosen subject strong and absorbing, yet a keen realization of its relation and dependence upon other subjects, all these must characterize the members of the teaching force. It has been my good fortune to be associated for more than twenty years with men and women with whom I have sometimes agreed and sometimes disagreed, but whose different points of view I have come to regard as a conglomerate of granite strength.

What students shall be permitted to enjoy the advantages of college, and how shall their qualifications be tested? If there is a subject upon which there is a greater diversity of opinion than the curriculum, it is the amount and content of the requirements for admission to college. I do not propose to discuss the question in detail, but is it not fair to ask why vocational subjects should be recognized in preparation when the aim of the college is not to prepare for a vocation but to develop personal efficiency? As to the method of admission, it may be pointed out that the two methods, by examination and by certificate, are not so radically different as is generally supposed. The rudest method will, in general, keep the manifestly incompetent out, and admit the exceptionally brilliant student. The difficulty is with the great mass of applicants who fall between these two extremes. In colleges where certificates are recognized, these credentials are presented, carefully scrutinized, and in all cases of doubt the applicant is examined. In the college where admission by examination obtains, the applicant presents himself for examination. If the results of the examination are unsatisfactory or inconclusive, the estimate (that is essentially, the certificate) of the preparatory school is sought. In both colleges the school record and the results of the admission examination are considered together in the case of any doubtful candidate. By either method records show that students are admitted who are not qualified, and doubtless by both methods students are now and then debarred who are ready for college work. Once admitted, a new life begins. The ordinary student who enters college finds himself with more freedom than he has ever enjoyed before. It is not surprising if he fails to make the best use of it. Without deliberate intention of neglecting his responsibility to his home and school, free from the restraints of both, he often drifts into idleness and superficial methods of work. It is the task of the college to rescue such a student if possible before utter failure occurs. This is not

always easy. It is often difficult to convince a student that disaster is imminent. The college officer is met with the well-known statement, "My teacher says that the things which meant most to him in college were not what he obtained from books," or "My parents sent me to college for the life, and not to get high marks." It is no easy task to persuade such a student that this precious something not obtained from books is a by-product which comes not to the superficial dawdler but to the hard worker, to the student who catches the spirit of the college and contributes his share of right living to its life. To such students the college gives indeed a goodly heritage, richer than any mere accumulation of knowledge. I should like here to express my admiration of the pluck and the courage of those students who, after discouraging failure at the start of their college course, have achieved final success. Their response to the stimulus and inspiration offered has enriched their Alma Mater. There is a second class of students to whom the academic work presents no great difficulty, but who have no great love for scholarship as such. There are others for whom intellectual work has attractions from the beginning. From both these classes will be drawn the small group of real scholars.

The college is essentially a democratic institution designed for the rank and file of youth qualified to make use of the opportunities it offers. But the material equipment, the curriculum and the teaching force which are necessary to develop personal efficiency in the ordinary student will have failed in a part of their purpose if they do not produce a few students with the ability and the desire to extend the field of human knowledge. There will be but few, but fortunate the college and happy the instructor that has these few. Such students have claims, and the college is bound to satisfy them without losing sight of its first great aim. An instructor cannot sacrifice the good of the majority to meet the needs of the individual. But if this student is exceptional, there are many opportunities of guiding his eager feet, and many ways by which his thirsty mind may be satisfied. The danger of narrow specialization besets him. He forgets that exclusive specialization in his chosen field must come later. In his forward gaze into the distant delights of his subject he is in danger of forgetting to look about him into nearer fields, some knowledge of which will make richer and fuller his search for truth. It is the task of the college to give such a student as broad a foundation as possible, while allowing him a more specialized course than is deemed wise for the ordinary student. The college will have failed in part of its function if it does not furnish such a student with the power and the stimulus to continue his search for truth after graduation. The presence of this scholar in the class room has a stimulating effect upon his more ordinary classmates, while the honest attainment of the average student induces modesty in his brilliant classmate. After all, the great need of both is the same—and that is the power of concentrated application, the capacity for hard work. There is no royal road to learning. Even the small amount with which most of us must be content, can be won only by persistent, patient, and painstaking application. What the world needs to-day is men and women who know the satisfaction of having faced and conquered obstacles, and who find joy in hard tasks, to whom life, with all its various demands upon heart, head, and hand, presents a challenge which they take up gladly with zest for the conflict, undaunted by its difficulties, knowing that intelligent effort brings its reward, whether the result is called by the world failure or success.

Training for citizenship and the preparation of the scholar are then the twofold function of the college. To furnish professional training for lawyers, doctors, ministers, engineers, librarians, is manifestly the work of the university and the technical school, and not the function of the college. Neither is it, in my opinion, the work of the college to prepare its students specifically to be teachers or even wives and husbands, mothers and fathers. It is, rather, its part to produce men and women with the power to think clearly and independently, who recognize that teaching and homemaking are both fine acts worthy of careful and patient cultivation, and not the necessary accompaniment of a college diploma. College graduates ought to make, and I believe do make better teachers, more considerate husbands and wives, wiser fathers and mothers, but the chief function of the college is larger than this. The aim of the university and the great technical school is to furnish preparation for some specific profession. The college must produce men and women capable of using the opportunities offered by the university, men and women with sound bodies, pure hearts and clear minds, who are ready to obey the commandment, "Thou shalt love the Lord thy God with all thy heart and with all thy soul and with all thy strength and with all thy mind, and thy neighbor as thyself."

ADDRESS BY MISS ANGIE C. CHAPIN, DEAN OF THE COLLEGE, ON BEHALF OF THE FACULTY.

This day is unique in the annals of Wellesley College, for it witnesses the inauguration of a President who is a daughter of the college.

It is no stranger whom we hail to-day as our academic leader. The problems of the college life

with all its manifold interests, social and religious as well as academic, are matters of intimate knowledge to her, and her training and experience have fitted her to deal with them successfully.

Entering college with the class of 1886, Miss Pendleton knows both the old Wellesley and the new. Without being either a conservative or a radical, in the extreme sense of those much-abused words, she has shown rare sanity of judgment in maintaining the strongest principles of the old Wellesley, while keeping in the forefront of the growth and progress of the college from the necessary limitations of the early days into the larger and freer life of the present, and the ever-widening prospect of the future.

To us of the Faculty, for whom I have the honor to speak, this new President of ours is no stranger. Some of us, a few of us, have known her as a student in our classes, alert and eager, modest and appreciative, laying well the foundations of her education in the good old studies of Latin and Greek and Mathematics and the Bible, not neglecting History and Science and Philosophy.

Others of our number remember her, when she returned fresh from her studies in Cambridge, England, as their teacher in mathematics, clear and logical and exact, giving in the midst of laborious details many a glimpse of the glorious heights and depths of her favorite subject.

To others of us she has been known as a colleague in the various phases of our work. In times of difficulty and debate we have known where to find her, standing squarely for the policy which she believed to be right, fearless and uncompromising, yet always ready to listen with impartiality to the opinions of others.

As Secretary of the college she administered with a firm hand the relations of the college with the preparatory schools, and later as Dean she brought the work of that office to a high degree of efficiency.

As one responsibility after another has been laid upon her, we have seen her rise to meet it with a strength and capability even beyond our expectations, though we have long had faith in the possibilities of her reserve powers.

In the enforced absence of our beloved President Hazard, greater administrative duties naturally devolved upon the Dean. As the presiding officer of the Academic Council we have found her patient and courteous, a good parliamentarian, resolute in keeping in view the main issues of a question, and in holding the debate to the lines of those issues.

Her method in all things is the method of directness and simplicity, straight to the point, without fear or favor. While handling a multitude of small details, she does not lose sight of the great educational principles involved.

In all her career, from her student days to the present time, she has shown an unswerving loyalty to those high ideals of scholarship and of character which inspired the founders of the college. Her devotion to all the highest interests of the college is complete. In her hands they will find strong and sympathetic guidance.

In both official and personal relations we have come to know her as a woman with a cool head and a warm heart, courageous and unselfish, free from petty ambitions and from thirst for popularity and praise.

To you, Madam President, we look as our leader. To you, on this auspicious day, we pledge our cordial co-working, our loyal support.

ADDRESS BY MRS. WILLIAMS, PRESIDENT OF THE ALUMNÆ ASSOCIATION.

As we walk under the wonderful oaks of Wellesley to-day, see these great buildings and take a long look across beautiful Lake Waban, we naturally say to ourselves, "Here is the Wellesley world,"—and our thoughts are centered here; but I want you to realize, as I speak, that there is another Wellesley,—that it is world-wide and is made up of the hearts of those who have lived and worked and loved here, but who have been transplanted, not only over this country of ours, but far beyond—across seas and oceans.

Many of the thirty-eight hundred and fifty alumnæ in our own land are, to-day, turning their faces eastward, like the Mohammedan, and are giving us their thoughts. May we feel the power of their love and loyalty.

Some of you here to-day can look back, with softened vision, to the very first days of Wellesley; many of us can remember the first president and the noble face and beautiful character of the beloved founder of our college. In this retrospect we realize that all of the administrations have been characterized by great achievements, brilliance, steady growth, intellectual progress, wonderful improvements, broad methods, artistic equipments. How gratefully we gaze into the past as we remember the wonderful success of the college. But to-day, surely, we alumnæ may be pardoned if we feel that this is a time in which we may show especial pride that one of our own number is chosen to become the Chief of Wellesley.

It is not possible, on such an occasion, to show any demonstration, but if all here could have attended the alumnæ luncheon last June, you would realize how those gathered there felt. Few of us thought that alumnæ could show so much enthusiasm, for whenever the President's name was mentioned, the scene was an exciting one. The fact that Miss Pen-

dleton has proved herself many times in various administrative offices of the college is, in itself, a proof of her fitness for this, the highest of all. There is a verse of Emerson's which was applied to Miss Pendleton at the alumnæ luncheon which I would like to repeat. The speaker said that, in her case, it was true again and again, being each time a call to some higher service because of work well done. The words are these:

"In life's small things, be resolute and great
To keep thy muscles trained; knowest thou when fate
Thy measure takes? or when she'll say to thee,
'I find thee worthy; do this thing for me.'"

There are two truths which I wish to bring before you in the few words I say to-day. First, I claim that it is not only while we are in college that we receive benefits from Wellesley, but alumnæ of yesterday and to-day can thank her for much which is constantly coming to them through her influence over their lives. Do we not count loyalty and patriotism as among the first and most requisite elements of a man's character? How many instances we can call to mind where the development of these traits has made a man a hero, a great leader, a powerful personality.

So our colleges, which call out in us loyalty and devotion, are broadening and sweetening our lives; are bringing into action some of the best elements of our natures. How many can testify farther and tell of the real joy and stimulus that has come into their lives as they enter again into a more intimate and vital connection with the life of the college.

Carrying this truth still farther, we reach a large field of service and of self education. It is a fact—an unfortunate one, sometimes—that many judge a college by the attitude and character of those graduates they happen to meet or know; especially is this true in those parts of our country where that college is not intimately known. What an incentive this is to those who are loyal to prove themselves worthy; to keep up to some intellectual standard;—for us to go out from Wellesley to prove to the world that the spirit of ministry which characterizes our "College Beautiful" directs and controls our lives.

The second truth I will put in the words of one of the great workers in our country: "Love grows by serving, not through being served." We love most that which we give to and work for, not that which is giving and working for us.

When our country, in 1861, sent out the call, what was the result? People saw, marching in the ranks, men who, a few months before, might have been counted indifferent or absorbed in their interests, but who, at the summons to loyalty and service, were stirred into men of fire and sacrifice; whose dominant desire was to serve their country.

Our college is young; we have not yet had many opportunities to prove or test the graduates; but many feel that now our numbers are large enough to need more concerted action. A call must come to arouse those who are not in close touch with the college; and what wonder that many do not show the loyalty which, in many cases, is inherent, when they are far from the college—some of them burdened with heavy cares and responsibilities—and with no definite news of the college or of each other?

But, we ask, how is this interest, once roused, to be shown? We cannot have four thousand lusty individual voices calling to the college, "Here I am." "Listen to me." I suppose many foolish questions are hurled at the college from zealous but unwise alumnæ. How, then, shall we organize our forces?

First, we need to have the bond between the alumnæ strengthened, so that there may be mutual appreciation and knowledge of each other as well as intelligent co-operation.

Second, there must be a closer connection between the alumnæ body and the college itself.

Third, there must be an organization to hold all together and to shape the right methods.

Have we, then, the equipment to meet this threefold need? While we are far from ideal conditions, the outlook is most hopeful. We have had our organization for some time, the Alumnæ Association. Though many do not support it, and its one meeting can do little toward establishing any intimate knowledge of each other among its members, yet, as we look back into its records, we are proud of what it has done. We did much to raise the walls of the Library; look at our Endowment Fund; our work for the Student Alumnæ Building; the loving memorials to those of the college officers who have left us,—these are only a few of the results; not that we want to boast, but it shows what power there is in organization. Also we have our three alumnæ trustees, who stand ready to serve us, to help, to advise and to transmit our messages to the Governing Board.

But, as I said, we are scattered far and wide, we do not know each other as we should; also, as a body, we are not in close touch with the college. To meet these two great needs, two new agencies are being tried this year: One, born of the last administration of the Alumnæ Association, under the leadership of Miss Ruth Goodwin, to be developed by the present administration; the other brought forward by our board and originated by our secretary, Miss Florence S. Marcy Crofut.

The first is the beginning (in a modest way and under the wing of the COLLEGE NEWS) of an alum-

næ publication, from which we are hoping to obtain great results. Through its contributions and Free Press we graduates will become more of a unit,—a body knowing its own resources; a body also that will realize more and more the need of self-control, the value of wise leadership and of proved methods.

The second is our Graduate Council. By its system of representative membership, every organized body of Wellesley women in our country will be brought into vital touch with the interests and needs of the college. This method will enable us to reach also the large body of non-graduates, many of whom are the most ardent and loyal supporters of Wellesley.

The call sounds out. As it enters each heart what memories are stirred! May we look for a moment at our college days? We see the buildings, so fraught with associations; we see the oaks, the laurel, the broad sweep of green, the shimmering lake; we recall days of joy; days, too, of disappointment and of pain, that meant more, perhaps, to the building up of our characters than the days of joy. We remember the uplifting of our hearts as well as of our minds under the tender touch of those officers whom we loved. We see faces dear and sweet, friendships that never will die, laughter and tears, storm and sunshine—all that makes the four years of college one of the most wonderful experiences of our lives.

O, Wellesley, we love and honor thee for all thou art to us, and for the wonderful inspiration thou hast given to hundreds who have lived within thy walls.

May we, as alumnæ, respond to this call in the right spirit, showing self-control, a determination to abide by the opinion of those wise among us, a loyalty to those organizations which will make our cooperation effective.

We bring this loyalty to our college and to you, our Alumnæ President, to-day. May we, as a body, never prove unworthy of the spirit which hovers over Wellesley and in which she was founded.

ADDRESS BY KATHERINE BINGHAM, PRESIDENT OF STUDENT GOVERNMENT, ON BEHALF OF THE UNDERGRADUATES.

Because every student at Wellesley College is a member of the Student Government Association, and because it is through the Association that she best expresses her loyalty to the ideals and administration of the college, it is Student Government's pleasure to welcome Miss Pendleton as President of Wellesley College in the name of the undergraduate body.

The dearest possession of every Wellesley student is this right of self-government, of a citizenship that is not only responsible for the comfort and happiness of the college community, but that affords training in community interest and unselfish thought for the rights and welfare of those around us.

While Miss Pendleton was Dean, the Association guarded with jealous care the privilege of calling her "the best friend of Student Government." During the eleven years of the Association her sympathetic aid and loyalty have never failed. Frances Hughes, our first President, says: "No history of that first year would be complete without a record of the constant, clear-minded, and wise advice of Dean Pendleton, whose experience and judgment are incorporated in many of the statutes under which we are now living."

Great was the rejoicing among the students last spring, when they knew that the administration of the college was to rest in such sure hands, but I think that the secret of their sincere happiness was, that so great an honor had been conferred upon one who is the wisest and best friend, not only of the whole Student Government Association, but of each individual girl.

To-day the Association pledges to Miss Pendleton, as President of Wellesley College, its loyal and interested support, and to Miss Pendleton herself, it offers the love and enthusiastic devotion of the whole student body.

AFTERNOON SESSION.

ADDRESS BY PRESIDENT LOWELL OF HARVARD UNIVERSITY.

President Lowell, first speaker of the afternoon session, gave an address on "The Maintenance of Academic Standards."

An inauguration, he said, is a beginning. And because it is the problems of the art of education, that art of which we talk so much and know so little, which are of foremost importance in any educational institution, it must be that the beginning which the day marks, is to add much of value to the art of education.

One quality in that art which is apt to be overlooked, and yet which is, perhaps, the central part of it, and the necessary basis of any great advance, is the moral impulse which lies behind the acquisition of intellectual power. In the days of steady belief in the virtue of the fixed curriculum to equip a man for life, it was an easy matter to find the moral im-

pulse for achievement. With the loss of faith in the fixed curriculum has come the loss, to a great extent, of the moral impulse in education.

It is well enough to rely on other stimuli, such as the desire for professional training, or for success in a chosen career, for such students as can recognize the utility of their work, and be content with it on that plane. But such students are in a minority, and among the others, mere interest, mere intellectual curiosity is not a sufficient stimulus for the old, high desire for achievement, for excelling, for the laying of a broad foundation for the building of life.

To get again that old desire—that moral impulse—is the great problem of education at the present time. An attempt has been made, and is still being made to recapture this desire for intellectual achievement by offering a large bill-of-fare, all articles at the same price and warranted equally nutritious—the "eternal variety" of the modern college curriculum.

The danger lies in the fact that the student knows that the courses offered are not taught so as to be of equal difficulty, and so of equal value. He knows that one subject is so taught as to be easy; that another is so taught as to be hard. The instructor is never aware of the fact that his course is easy—nor that it is difficult. If he thinks it easy he may be wrong; if he thinks it difficult he is certain to be. But the student knows and knows absolutely, and right here is the problem. For no education is valuable unless it is so difficult as to strain the mental power of the student. How is dignity to be given to education—how are the different courses to be made equivalent in difficulty? In Europe, particularly in England, this problem is met by the examination system. The examinations are conducted, not by instructors, but by a different body of men, who give examinations, not according to what the student has been taught, but according to the nature of the subject in general. The standard is fixed by an examining board. Thus the English examinations are real tests, and the maintenance of the difficulty and dignity of each subject is assured.

Upon the American success in meeting this problem of the command of equal respect by the different subjects, depends the success of the abandonment of the fixed curriculum, and the substitution of the course of "eternal varieties." President Lowell concluded with an expression of his sincere expectation that Miss Pendleton is to contribute to the solution of this problem.

ADDRESS BY PRESIDENT FAUNCE OF BROWN UNIVERSITY.

Wellesley College is to be heartily congratulated upon at least three things, the beauty of her landscape, the religious faith of her founder, and the line of wonderfully superior women who have been her presidents. The beauty of her surroundings has determined her architecture for all times; it cannot become studied and soulless; nor can her religion become mere rationalism or degenerate into pietism. The inauguration, as president, of a woman of Miss Pendleton's sympathy and understanding insures the further maintenance and fulfillment of the personality of the college. Rhode Island feels great pride in having furnished Wellesley two of the noble line of women who have been her presidents, Miss Hazard and Miss Pendleton.

The college for women is the youngest sister of the academic family, and there are some advantages in being born late. The youngest has fewer responsibilities and is also able to profit by the experience of the older ones. The women's colleges are near their birthday; they are not ready to die; they have a great future before them; they can shake off precedent and achieve something new and something higher than men's colleges have done. Men feel that they have conceded much to women in the instances where they have opened their universities to them; but as a matter of fact, wherever women have entered these institutions they have brought in something beautiful. It seems reasonable, then, that in colleges of their own they should advance to purer, nobler and more just standards than men have yet reached.

For one thing, women can throw off the worship of size. Among the great numbers of students who throng our colleges and universities to-day, there are many who have no real place in them. There is the type of "gilded youth," whose idleness and extravagance is a deteriorating influence rather than otherwise; and on the other hand, there is the poor man who has to struggle so hard for mere existence that he is unable to give more than the frayed ends of his energy to the development of his mind. Then there are many others who are eminently more suited to vocational schools or to practical business life itself than to the college. In keeping out those who do not properly belong in, in insisting on quality and temper rather than numerical extension, women's colleges have a splendid opportunity for progress.

In the second place, the college for women may accomplish much for the intellectual life through the social medium. We owe more than we can tell to Germanic influence in bringing us from the mere study of the dry text-book to the close contempla-

tion of reality itself. We might go further and realize that sympathy with and understanding for the student as well as a knowledge of the subject are essentials of the successful teacher. It is for this reason that graduate instruction unfits rather than fits the man or woman to be a teacher of youth. The average graduate student is not brought into sufficiently close communication with people, especially young people, his life is too isolated to make him capable of sympathizing and understanding. Communication of self with self is the thing we must have. Competence and training are necessary, but not that of the dry grammarian.

Through this closer communication of teacher with student, the woman's college may establish a social environment in which an intellectual atmosphere may be cultivated. For we should realize that the intellectual atmosphere depends a great deal on the social life. If the social life is frivolous and empty, intellectuality will be dead. If, on the other hand, the social life and pleasure is of a vital and a deeper nature, intellectuality of the truest sort, that which grows out of the problems around us, springs up of its own accord. And if the social life of the college is to be vital those who instruct should be those who lead; those who teach should set the ideals in the daily life. The members of a college faculty should occupy a positive and encouraging position in the social life; should not be critical on-lookers; should not leave the social development of the student to outside influences. The same is true in the religious life to which our American colleges owe so much.

It is good on days like this to recut and reshape our old ideas and to build for ourselves new ones, to start afresh. And the woman's college has everything before it. It stands at the morning of existence. It has no need to copy what the men's colleges have done, though it may profit by their successes and learn by their mistakes. It can be better than any man's college has ever been; can attain a finer culture, a juster perspective and higher standards.

ADDRESS BY PRESIDENT TAYLOR OF VASSAR COLLEGE.

President Pendleton introduced President Taylor as representative of a college which was in that closer league of "Sister-Colleges," in which she counted Smith, Vassor, Bryn Mawr, Mt. Holyoke. He congratulated us on our rich memories of the past, our opportunities and responsibilities, Miss Pendleton's large preparation for the specific work now offered her.

The subject of his address was "The Demand Upon Us." He spoke of the fact that the difficulty of education for women is at present enhanced by the excitement of society, and by "the increased self-assertion of womankind." The broad, full purpose of education, he thinks, is not to put the student in actual contact with the excitement of the world, but to prepare for the same by inculcating the principles on which rest the activity and struggle of society. Therefore, he concluded, the college period is best devoted to instilling a sense of duty and responsibility, to creating an awakening, opening the eyes of the student to the beauty of the inner vision.

Referring again to the problems peculiar to women's colleges, he said that we were meeting in exaggerated form a recrudescense of the criticism which came at the beginning. Women's colleges are accused of a failure to recognize the specific claims of the life of women; to make the differentiations in their educational program which are due to woman's different nature and life purpose.

But, speaking from personal experience, President Taylor declared that in his effort to work out an education suited to women he had failed to produce a curriculum any more fit than that offered men. Through knowledge of women, social contact with them, and generosity in not imposing on the sex when their capacity has been proved, he and other educational leaders have concluded that the ends sought by college are best gained on the old lines of study. Science has proved no difference in woman's mind which demands a new treatment.

He then spoke of the "Use of precious college years for specific and vocational training," of how tremendously important it is in its proper place. There is a rising call for the professions. Critics make an impatient demand to get an immediate return. He declared that "American haste is everywhere resulting in American intellectual superficiality, in spite of our quickness and cleverness."

Finally he reduced the problem to the two questions "Shall the old institutions desert their ideals?" and "Is specific education as broadening as training which fits for life in general?"

The utilitarian aspect is kept forever behind the ideal. "The Philistines are upon us," President Taylor says emphatically. He believes there is no time for non-Philistines to weaken their forces by criticism of each other. In conclusion he pledged the help of Vassar to illustrate and reinforce the conception which defines the practical as that which makes the most of individual spirit in power of resource, that it may thus be most for the world and for glory.

ADDRESS OF PRESIDENT KING OF OBERLIN UNIVERSITY

"Mental and spiritual fellowship with men, and mental and spiritual independence on the part of individuals"—with this summary of the moral law, President King of Oberlin College began his address on the "College and the Thoughtful Man."

The production of men fitted to fulfil this moral law is the especial function of the college; the production of thoughtful men. The great demand upon an educational institution is that it shall teach men to think, to make them cease to be echoes or imitations, and help them to find their real selves and their real work.

In the first place then, the thoughtful man is a thinking man. But he is more than that. He is a discerning man—he can discern the laws of life, and so is fitted to make great personal contributions to the problems of life.

The thoughtful man in all his seeing, must see things in their true values. To mistake indifference for breadth, rules for principles, the petty for the great; or to overvalue athletics, to form cliques,—these things are the sign of a certain blindness, that men are not seeing things as they are in their true proportions.

The thoughtful man is also the considerate man. Liberty cannot exist without responsibility. College men and women are a great privileged class, set apart for a time from the work of the world that they may become its social leaven. Therefore, they should be peculiarly law-abiding, peculiarly considerate. The conception of law is to influence the thoughts of many men—and where law is lost, human life cannot exist.

But the chief essential to the character of a thoughtful man is inner integrity. The essence of the scientific spirit is the passion for reality, for seeing straight, and for reacting with absolute honesty to every circumstance. This quality is also fundamental to Christ's teaching. Ruskin has phrased it as the "habit of reporting exactly, of reacting upon facts with absolute honesty." The supreme service for a man, is the offering of his own honest reflection of life—a service to which religious traditions are indispensable, as they lead men to listen to what God has to say to themselves.

The supreme wish, then, to offer the administration just beginning is that it may send out a great flood of genuinely thoughtful women, who are capable of this fullest service, and who in their "mental and spiritual fellowship with men" maintain their own "mental and spiritual independence."

ALUMNÆ DEPARTMENT.

THE INAUGURATION FROM AN ALUMNÆ POINT OF VIEW.

In the Commonwealth of Wellesley College, and its hinterland, the world, colonized by some four thousand alumnæ, the nineteenth of October has been anticipated, during the last month, as the red-letter day of the century. Carefully selected in the season best fitted to show to all concerned what Wellesley can do in foliage and in climate, the day itself, in its externals, was not such as our hearts desired, but in comparison to what had gone before, it left us with no legitimate ground of complaint, and in all the essentials—in enthusiasm, in loyalty and in rejoicing—not the sunshiniest day that Wellesley has ever seen could surpass it!

By 10 o'clock College Hall was filling rapidly. In the Center were gathered the guests and delegates, the Trustees and Faculty, in black gowns and red, in many-colored hoods, and caps with tassels of black or gold carefully adjusted at the right corner, that the intelligent observer might easily detect the exact degree of dignity to which the wearer had attained. On the second floor were the Freshmen, the other classes rising above them, till from the fourth heaven the plainly-capped-and-gowned Seniors looked down with that serene dignity which is one of the pleasantest perquisites of Senior year. And on every floor, through every corridor, and up and down the wide double stairways, flew the busy marshals, shepherding their flocks into the orderly lines that promptly, at half-past 10, filed out of the south door.

The Freshmen went first, all in white, then the Sophomores, Specials and Juniors, also in white, but with badges and hair ribbons of their class colors to differentiate them, then the Seniors in white under their black gowns, and the graduate students in their white-bordered bachelor hoods. Out of the south door, down the long steps, between Longfellow Pond and Rhododendron Hollow, curving in front of the new Library, turning two sharp corners at the edge of the woods, and then bordering the main drive up to the chapel steps, wound that long line of undergraduates, fourteen hundred strong.

And when the last one had marched slowly down the steps, when the time had come for our President to take up the insignia of the office whose responsibilities she has carried so long, she moved forward between a double row of girls, almost every one of whom she could call by name, who stretched, shoulder to shoulder, from the chapel steps to the foot of the hill on which rises the spire of College Hall, a full quarter of a mile of love and loyalty and cheering enthusiasm—an escort worthy of our first alumna President, who has given her heart and the work of her head and her hands to Wellesley during all her graduate life.

Behind Miss Pendleton, supported on either side by President Capen and Bishop Lawrence, stretched the long procession of Trustees, guests, delegates and Faculty, in all the dignity of academic gowns and all the gorgeousness of many-colored hoods, a splendid group of men and women who, having worked and achieved themselves, had come together to do public honor to one whose work and achievement had already placed her high in the hearts of her own world.

After the exercises in the chapel, after our new President had been pledged the loyal support of Trustees and Faculty, of alumnæ and undergraduates, after the charter and the keys of the college had been given by Mrs. Durant into her strong and sure keeping, the long procession wound its way back, suggesting, as its bright glints of color flashed through the still brilliant leaves, that Birnam Wood was moving slowly upon College Hall.

For the next two hours the gathering was broken up into its component parts, and resolved itself into a constantly-shifting kaleidescopic effect as friends of every age, sex and previous condition of servitude sought each other out, or hurried to the different houses where the desires for food and friendly converse were ministered to.

At 3 o'clock the chapel audience had gathered again, this time with no formality in the order of

their going, but with careful ushering by skilful Seniors, to see Miss Pendleton welcomed into the distinguished fellowship of American College Presidents by some of those who have themselves brought honor to the office. The happiest event of that afternoon session was the unexpected appearance of Mrs. Irvine, the president to whom Wellesley owes so much of the deepening of its life, who, while President Faunce was speaking, slipped quietly into a chair at one side of the platform. Showly the consciousness of her presence spread through the audience, and when at last our new President turned to our former chief and asked her to speak to us, the whole chapel rose up to greet her with an outburst of enthusiasm that proved that Wellesley does not forget.

The afternoon exercises closed the formal proceedings of the day, and were followed by a reception at the Art Building, which had been made beautiful with flowers and hangings. But in the evening an informal meeting of the alumnæ and undergraduates was held in the chapel, when half a dozen alumnæ spoke briefly and freely, as to those who would understand, of what Miss Pendleton had stood for in the college life, as student, as instructor, and as high administrator—and the keynote of it all, whether they spoke of her work or her play, was best expressed by the one who had known her longest: "She is the most just person I have ever known, and justice is the fiber from which mercy is made."

After Miss Pendleton's response, several of our guests spoke, of what college women had had to overcome in the past, of work they still had to do, of what college loyalty could mean, of ideals of citizenship and scholarship—winged words, coming from women who knew whereof they spoke, who had proved the truth of what they said.

And after the meeting had broken up, as we walked back towards College Hall, suddenly round a bend of the road came a flare of soft light, and the wide driveway was filled with black-gowned Seniors carrying fluttering paper lanterns on high, and followed closely by crowds of white-gowned underclass girls, all moving swiftly and silently, with little whispered "hushes," on their way to serenade Miss Pendleton, to let the last word come from those who were of her household, who had known her justice and her mercy, and having known both now offered her their hearts full of love and loyalty.

CANDACE STIMSON, 1892.

THE FIVE ADMINISTRATIONS.

Ada L. Howard, 1875-1882.

In 1876 I had my first glimpse of Wellesley College. The days since then are many, yet still I recall the thrill which cavorted about my spinal column as we drove under the overarching trees of Washington street, past the stone lodge and through the stately entrance to the college grounds. We drove between rows of purple beeches, most of which, alas, succumbed to the ills of youth, under great oaks, through whose gnarled branches gleamed the waters of the lake, past a herd of Jerseys grazing in a green meadow, around heavily wooded hilltops where, as yet, no buildings stood, and then, the great main building, the only college building, burst upon our sight, grand and awe-inspiring.

The two most conspicous figures in the Wellesley world then, were Mr. Henry F. Durant and Miss Ada L. Howard. Mr. Durant's strong personality and keen intellect dominated every department of Wellesley's life. He was the ruling spirit. I first saw these two as they passed up the aisle of the old chapel for the opening service. I never saw so striking a couple,—Miss Howard with her young face, pink cheeks, blue eyes and puffs of snow-white hair, wearing always a long trailing gown of black silk, cut low at the throat and finished with folds of snowy tulle; Mr. Durant with his graceful, youthful figure, perfect features, great, flashing brown eyes and masses of waving, snow-white hair, wearing always a Prince Albert suit of black broadcloth with a silk hat. In all these forty years, Wellesley has never had a president who "looked the part" more perfectly than did Miss Howard.

Under the first administration the Faculty was a strong one, several of its members having wrested degrees from unwilling universities here and abroad, for those were pioneer days in the higher education of women. Two professors later served the college in the president's chair—Miss Helen Shafer and Miss Alice Freeman. In the judgment of many of the students, the most gifted and brilliant member of the Faculty was Miss Mary Sheldon, who, to the great sorrow of the entire student body, left Wellesley for Leland Stanford in 1879 and whose early death cut short what would have proven a very brilliant career.

Owing to the well-nigh insurmountable obstacles in the way of a girl's college preparation forty years ago, Wellesley opened with a preparatory department. Of the three hundred students enrolled in 1876, two hundred were those humble things, "preps," regarded with pitying complacency even by Freshmen. In addition to the "collegiates" and "preps," there were "specials." These owed their existance to the fact that the elective germ, a very modern insect, had not then gotten in its deadly work, rendering the lives of academic councils a burden. A regular course was arranged for each year and students were expected "to eat what was set before them and ask no questions for conscience,

sake." But even forty years ago there were independent souls who refused to eat everything set before them and demanded certain articles not on their plates. To gratify their individual taste, they became "specials," members of no college class, having little to do with the real college life. Stone Hall, built during Miss Howard's administration, was, at first, a dormitory for specials.

"Silent Time" was a feature of the early days. Every student must be alone in her room and perfectly quiet fifteen minutes, morning and evening. At the ringing of the "silent" bell, a great hush fell upon the entire building, and a blessed boon it was to strained nerves, throbbing heads and jaded brains,—a daily rest-cure for body and soul.

There were four societies then,—Zeta Alpha and Phi Sigma, Shakespeare and Microscopical. All had their meetings in a bare room on the fifth floor, near the old elevator and trunk room. The entire furnishings of this room consisted of plain chairs, a table and a piano. The societies took themselves very seriously and, for recreation, discussed such themes as, Transcendentalism, Evolution, Higher Education of Women, Darwinism, etc. One memorable union meeting of Zeta Alpha and Phi Sigma was held in the chapel,—an all-star performance, when the entire college listened spellbound to flights of eloquence and bursts of oratory which would put to shame a United States Senate.

The first administration witnessed the feeble beginnings of several now well-established college customs.

Tree Day, with its gorgious pagentry and graceful dancing, drawing each spring great crowds of loyal alumnæ to their Alma Mater, was in the beginning simple in the extreme. Mr. Durant suggested planting class trees, Mr. Hunnewell gave the trees and the classes of '79 and '80 were called upon to furnish the wit and wisdom.

In those early days there were no clubs for playing the "worldlie" banjo and mandolin, but a glee club was even then discoursing sweet music and those strains of melody have been caught up by one group of girls after another through all these thirty years. To the first administration belong some of the favorite songs of Wellesley girls of to-day, such as "All Hail to the College Beautiful," "Lake of Gray" and the "Alumnæ Song."

At the opening of the college year, each student was sent to room A, now the students' parlor, for her assignment of domestic work. Mr. Durant showed great perspicacity in placing this in the hands of that gentlewoman, Sarah Eastman, later one of the founders of Dana Hall. Her personality robbed it of its horrors and made it seem a noble and womanly thing. When, in her sweet, gracious manner, she asked, "How would you like to be on the circle to scrape dinner dishes?" you straightway felt that no occupation could be more noble than scraping those mussy plates.

It was one of the devious paths leading to the heights toward which each eager young face was turned, for the slogan, then, was, "The higher education of women." You were a member of "A faithful band, with groping hand, searching for jewels from under the sand."

ANNA STOCKBRIDGE TUTTLE, '80.

Alice E. Freeman, 1882-1887.

When, one November evening in '81, announcement was made in chapel by the President of the Board of Trustees that Miss Alice Freeman, Professor of History, had been appointed Vice-president in Miss Howard's place, we turned involuntarily to glance up to the gallery where, in the shadow of the organ, a slender figure sat half sobbing while friends crowded around with words of congratulation. Few of the Freshmen knew her even by sight, but never after were we to be unconscious of her forceful personality.

The time was critical. The death of Mr. Durant, the illness and departure of Miss Howard had left affairs in a chaotic state—the questions arising were many and puzzling and she, the youngest president of any college a delicate woman.

"The work at Wellesley," said President Eliot later, "was creation, not imitation; and it was work done in the face of doubts, criticisms and prophecies of evil." What criticisms and perplexities there were we never knew. We were young, our president was young, and her ready tact and humor, her sympathy and strong optimism made hard things easy for us. We experienced a firm guidance, a broadening of courses of study, new and delightful opportunities for work and play.

During Miss Freeman's administration Wellesley took a recognized and unique place among the colleges. This came about because of the constructive measures which the new president adopted and by reason of her personality.

Her task was to carry out the plans of the founder as far as conditions permitted, to build up the college and expand its work. How this was done Professor Palmer tells us.

Entrance examinations were made more severe, a certificate of admission was prepared which stated precisely what the candidate had done. To furnish students fitted to meet the advanced requirements, Miss Freeman, during her presidency, established in different parts of the country Wellesley preparatory schools, seventeen in all. Courses of study were carefully marked out and systematized, new

courses added and a scheme of electives was gradually developed.

Laboratories were enlarged, the gymnasium was refitted, and the introduction of the Sargent system of apparatus provided special physical training, while large additions to the library and systematic cataloguing made study easier.

The teaching force was reorganized. The members of the Faculty were increased while the hours of work were lessened, and so far as possible salaries were raised. Experts were made heads of departments with control of their especial work, and direction of their assistants.

Thus grew up the Academic Council and standing committees in charge of graduate work, entrance examinations, courses of study, and the library.

The coming of lecturers from Harvard and other colleges and visits of distinguished guests from home and abroad added to the interest of college life and broadened its horizon. Concerts, receptions and entertainments of various kinds showed our president's desire to bring to us every possible advantage from the outer world.

Though the tuition was raised to meet imperative needs, the number of scholarships was doubled and large gifts secured for the Students' Aid Society.

Moreover, the internal economy and working of the college received close attention. Better housing and ventilation, better food in greater variety made stronger students.

Time also was taken for representation of the college abroad. Miss Freeman was a gifted speaker, and she built up Wellesley's name and reputation by public addresses and by founding Wellesley clubs which made the College Beautiful known in many lands.

All this another might have done, but who else could have so irradiated work as to give it the semblance of play, have persuaded us that her view of a question, diametrically opposed to ours, was just what we preferred?

There was no dean in those days, and the burden of consultations on every variety of subjects brought each student into direct contact with Miss Freeman. We learned that our president knew not only our names, but what work we were doing, the stand we took in class and college life, whether we were up to par in health or given to headaches and nerves.

Who can forget the daily chapel service and the prayer which voiced our deepest thoughts and set all right for the day? Or the first service of the term when Miss Freeman struck the keynote for the year in her interpretation of the passage from Revelation, "Behold, I have set before thee an open door." . . . "Behold, I stand at the door and knock."

To Miss Freeman was due the formation of the Christian Association, with the enlistment of the girls in definite Christian service within college walls and in outside channels. Many customs and traditions of the college to-day owe their beginning to her wise foresight and care for the broadening of life and development of true womanhood.

With charming frankness she would take us into her confidence, giving us a glimpse of the cares which beset her and showing how we could share or lighten them. Or with girlish enthusiasm she would enter into some frolic with us.

The 10 x 1 Club which she joined as honorary member never forgot the times she sewed with them for a cousin's settlement work in New York, nor the rare Sunday afternoons in her parlor, when she gave herself to their enjoyment.

How ready her sympathy, how quick her response, how unfailing her tact and humor! Gentle admonitions as to growing tardiness once led us to plan a prompt appearance at morning prayers. On the stroke of the bell a general rush throughout College Hall brought us all to chapel in less than two minutes. At her usual time Miss Freeman appeared to find the room full of smiling faces awaiting her coming. Quietly passing to the platform, she announced as the opening hymn:

"Early my God, without delay,
I haste to seek Thy face."

Her grasp of the situation was complete.

The foundations begun by Mr. Durant, Miss Freeman strengthened and built thereon an enduring structure. Wellesley scholarship and Wellesley ideals owe her much, but above and beyond what she did was what she was.

ELLEN GOODRICH MEANS, '85.

Helen A. Shafer, 1888—1894.

It is said that in a great city on the shore of a western lake the discovery was made one day that the surface of the water had gradually risen and that stately buildings on the lake front designed for the lower level had been found both misplaced and inadequate to the pressure of the higher level. They were fair without, well proportioned and inviting; but they were unsteady and their collapse was feared. To take them down seemed a great loss; to leave them standing as they were was to expose to certain perils those who came and went within them. They proved to be the great opportunity of the engineer. He first, without interrupting their use, or disturbing those who worked within, made them safe and sure and steady, able to meet the increased pressure of the higher level, and then, likewise without interfering with the day's work of any man, by

skilful hidden work, adapted them to the new conditions by raising their level in corresponding measure. The story told of that engineer's great achievement in the mechanical world has always seemed applicable to the service rendered by Miss Shafer to the intellectual structure of Wellesley.

Under the devoted and watchful supervision of the Founders and under the brilliant direction of Miss Freeman, brave plans had been drawn, honest foundations laid and stately walls erected. The level from which the measurements were taken was no low level. It was the level of the standard of scholarship for women as it was seen by those who designed the whole beautiful structure. To its spacious shelter were tempted women who had to do with scholarly pursuits and girls who would be fitted for a life upon that plane. But during those first years that level itself was rising and by its rising the very structure was threatened with instability if not collapse. And then she came. Much of the work of her short and unfinished administration was quietly done, making safe, unsafe places, bringing stability where instability was shown, requires hidden, delicate, sure labor and absorbed attention. That labor and that attention she gave. It required exact knowledge of the danger, exact fitting of the brace to the rift. That she accomplished until the structure was again fit. And then, by fine mechanical devices, well adapted to their purposes, patiently but boldly used, she undertook to raise the level of the whole, that under the new claims upon women Wellesley might have as commanding a position as it had assumed under the earlier circumstances. It was a very definite undertaking to which she put her hand, which she was not allowed to complete. So clearly was it outlined in her mind, so definitely planned that in the autumn of 1893, she thought if she were allowed four years more she would feel that her task was done and be justified in asking to surrender to other hands the leadership. After the time at which this estimate was made, she was allowed three months, and the hands were stilled. But the hand had been so sure, the work so skilful, the plans so intelligent and the purpose so wise that the essence of the task was accomplished. The peril of collapse had been averted and the level of the whole had been forever raised. The time allowed was five short years, of which one was wholly claimed by the demands of the frail body; the situation presented many difficulties. The service, too, was in many respects of the kind whose glory is its inconspicuousness and obscure character; a structure that would stand when builders were gone, a device that would serve its end when its inventor was no more—these are her contributions. And because that contribution was so well made, it has been ever since taken for granted. Her administration is little known and this is as she would have it—since it means that the extent to which her services were needed is likewise little realized. But to those who do know and who do realize, it is a glorious memory and a glorious aspiration.

Rare delicacy of perception, keen sympathy, exquisite honesty, scholarly attainment of a very high order, humility of that kind which enables one to sit without mortification among the lowly, without self-consciousness among the great—these are some of the gifts which enabled her to do just the work she did at the time when just that contribution to the permanence and dignity of Wellesley was so essential.

S. P. Breckinridge, '88.

Julia J. Irvine, 1894—1899.

Among those alumnæ belonging to the period, which might be called the Middle Ages of Wellesley, memory has enshrined above all else, the great personality of her who was fourth in the line of Presidents. Among the alumnæ of the new century, memory may be enriched by the record of her service to the college, which unites alumnæ of whatever epoch. Tall and grave, with iron-grey hair, and always gowned in punctilious black, all with the simplicity that characterizes great minds, that commanding figure behind the reading-desk of the old chapel in College Hall made every one, in those days, rejoice when she was to lead the morning service.

Julia J. Irvine, M.A., Litt. D. was Professor of the Greek language and literature for nine years at Wellesley, 1890-1899. Those who were in her classes testify to the wonder of her store of erudition as well as to the science of her pedagogy. When the pall of Miss Shafer's death had passed away, there seemed no one so adequate to the office of President as Julia J. Irvine. For nearly one year she served as Acting President. In 1895 she became President of the college, which she served in that capacity for five years.

It has been said of the Presidents of Wellesley, that each has been just the one needed to meet the demands and exigencies which have been peculiar to each administration. So, when Wellesley came to find herself in 1894 without a head, she very naturally looked at that time for a woman of courage, of convictions, for a woman who would stand for standards. Julia J. Irvine, head of the Greek Department, fulfilled all of these qualifications. At the outset of her incumbency, the undergraduate was brought to terms with herself. The value of decision and of ideals, which should be realities, became an immediate factor in the undergraduate

consciousness. The following illustrates this point. One afternoon at half-past four she met her Freshman class of nearly three hundred in the old chapel, to inform them that the academic standard of Wellesley was to become the equivalent of the academic standard of Harvard. If any member of that Freshman class, she said, was unwilling to work for that end or considered herself unequal to maintaining that standard, she had better make up her mind and drop out at once. There must be no trifling. She stated it to be her conviction, that girls could do the same degree of academic work as boys and that Wellesley was to be made to demonstrate that fact.

Not only was Mrs. Irvine a power in the academic world—in that sphere where, during her own college days, her professors and associates in study, and later during her own professorship, all testified to the high character of her scholarship and her intellectual endowment, but she was also a power in initiating many important policies at the college. One of her most important works was on the side of organization, and especially that of house organization. She established a system of management and purchasing into which all the halls of residence were brought; and this remains almost without change to the present day. As we all know but too well, at that time the college was financially crippled. The attendance was relatively at a low mark, owing to an increase in terms and to an increase in admission requirements, the one simultaneous with the other. Domestic service was abandoned at that time and so occasioned new and large expense. Mrs. Irvine applied herself to the task of making limited means go as far as possible, with an energy and devotion which exhausted her strength. It is, moreover, another item to the redounding credit of this truly remarkable woman, that she withstood every tendency toward increased resources at the price of a lower academic standard. On this point, one of Mrs. Irvine's warm friends at the college has said: "It was through Mrs. Irvine's decided stand, which she took at the time of assuming the Presidency, that the whole financial management of the college was put on a new and superior footing—even at the risk of temporary injustice to some one of the traditions of the college."

This brief record is sufficient to prove the truth of the statement earlier made, that in 1894 recognition was taken of the need of Wellesley at that time to have at its head a woman of courage and conviction and culture. No written tribute can be too forceful in characterizing the work of Wellesley's fourth President, as synthetic. She was, moreover, a choice spirit to those few who were privileged to know her well.

Three of the classes who were graduated during her Presidency have contributed to a fund bearing her name. The three gifts to this fund are named in the order in which they were given:

1897	$636.26
1898	400.00
1896	700.00

The class of '97 had the distinction of starting this fund, to be known as the Julia J. Irvine Fund, with income definitely prescribed by that class to be unrestricted. And within a year, '95 has added as its testimonial as its fifteenth reunion gift to the college, a portrait of Mrs. Irvine, honorary menber of the class.

In epitome, therefore, as a tribute to her service for Wellesley, it can be said, that Mrs. Irvine has left on all the impression of one who can rise to commanding heights of courage and decision. No one can be insensible to her inspiring influence and her remarkable charm of personality.

FLORENCE S. MARCY CROFUT, '97.

Caroline Hazard, 1899-1910.

Never can one whose work affects thousands of human beings,—especially those in the formative and most impressionable stage of growth,—know how well she has wrought. Nor can another say. Yet, impossible as it is to estimate the REAL results of Miss Hazard's devoted service to Wellesley, we may well recall the many changes effected by her, and try to define the impress of her personality upon the college and upon some of us.

No one who heard Miss Hazard's inaugural address or who has watched her administration, can doubt the lofty aims and ideals which she set herself in her calling nor question the quality of her striving. That she recognized the "soul, the supreme power always," that she desired greatly to "foster the union of intellectual knowledge with the soul's wisdom," precisely make her attainment too subtle, too far-reaching for definition.

Certain tasks she set herself of so tangible a nature that her signal success in their accomplishment is quite obvious. Most of us are familiar—through the pages of the NEWS, if not by actual observation—with the outward transformation of the college during Miss Hazard's administration. It seems the effect of magic when we remember that Wellesley was in debt and practically unendowed in 1899. Her fearless entrance upon the leadership of a college financially tottering, is witness to her courage; her tireless quest for funds, to its quality. It is easily imaginable that in stimulating and soliciting the $1,300,000 given to the college between 1899 and 1909, a woman of Miss Hazard's breeding and sensitiveness had repeatedly to steel

herself against a natural distaste for such unalluring work. The alumnæ rallied ably to her aid, but to her leadership are attributable the dissipation of the debt and the realization of endowments.

We can no more than mention the material evidences of the energy and executive prowess of Miss Hazard's administration. A central heating plant, the new quadrangle of much-needed dormitories enclosing the Alexandra Gardens, Billings Hall, the gymnasium and beautiful library,—all testify to the expansion and prosperity of the college. Much might be said of each did space permit. The President's House and the Observatory House have a unique place among campus buildings. Other changes, such as concrete steps and walks to replace tumbling wooden ones or perilous muddy descents, are apparent. Charming customs at Miss Hazard's suggestion have grown up about even such prosaic things, for classes are now planting rose bushes to border them. She planned to star a part of the grounds with daffodils and tulips, and herself went forth merrily with Seniors to plant the bulbs.

At Miss Hazard's inauguration President Eliot of Harvard comprehensively defined the aim of a woman's college. He said in part, "It is a question of the best household arrangements for cultivating good manners; of the best individual instruction in that delicate subject." It is precisely in the development of the mind and soul of a girl as the true basis of good manners, that the college is superior to the finishing school which applies a penetrable veneer of social graces. Nevertheless there was a time when the term "college woman" was opprobrious from the standpoint of social "possibility." A blunt creature with mannish ways and a tendency to be disputatious was the bogy it suggested. Among the women rebels who had to struggle against current opinion, there was indeed a tendency to disdain polite manners. If the desire to do away with this type had been the basis of choice of Miss Hazard as president, the event of her policy would have proved its wisdom. A highly-bred and widely-cultivated woman, social opportunity had been hers from childhood. From the outset of her presidential career she actively and untiringly sought social intercourse with and for the students. Her pleasant home, which she presented to the college, was open to Faculty and students. A series of teas brought numbers of both under the sway of her gracious manner. More intimate were the small dinners at which the guests numbered rarely more than six or eight. Even during the stress of Commencement Week Miss Hazard managed to give delightful large supper parties to the Seniors or to some reunion class in which she was interested.

It was not only at Wellesley that her graciousness and presence were felt. She represented the college at functions of other institutions and at dinners and receptions given her by alumnæ in various places, with a dignity of bearing and charm of manner which, I think, stimulated confidence in Wellesley as the "school of manners" described by President Eliot. That many delightful and interesting people were brought to the college during her administration goes without saying. Indeed, for broad advance in the important development of social sense and grace, Wellesley owes much to Miss Hazard.

The material development of the college is as the building of a house; the social development, as its furnishing, a bodying forth, to be sure, of the indwelling personality, and yet meaningless and dead without the presence of the vital spirit of the being for whom the house and the furnishing exist. That is to say, the real work of the college lies in the training of minds and the winging of spirits.

In the Department of Music more than any one other, Miss Hazard's influence is apparent. With love for the subject and a deep belief in its power she has co-operated enthusiastically with the able professor of music. From twenty-three students in theory and harmony the enrolment has bounded to one hundred and seventy-four. In a recital at the end of 1909, twenty-four original pieces were played. Miss Hazard has helped the Music Department to reach beyond the class room in the college life. She was primarily instrumental in the growth of the college choir. She suggested the delightful little organ recitals after morning chapel services which were balm to spirits tortured by mid-years. And her we have to thank for stimulating the beautiful vesper services. Those wonderful hours are among the poems of our college memories. In the winter when the illusion of twilight dimly revealed the beauty of the chapel, or in the fragrant weeks when the gold and green of spring glimmered through the open doors, the song and organ tones stole into the soul,—

> "An influence luminous and serene,
> A shining peace."

Those who heard her prayers at chapel services realized her belief in the spiritual significance of music. In these prayers also she reiterates the sense of the college motto—"Non ministrari sed ministrare"—the motto which has sent so many girls forth with high ideals of social service. We need, however, only to look at her own service to Wellesley to know that Miss Hazard believes that the highest ideal is "Not to be ministered unto but to minister." Intellectual striving is worth while that one's gift may be greater; spiritual nourish-

ment, vital, that one's gift may be wiser and richer. This she demonstrated in the living. She showed that she possessed what she defined as a good woman's power, "endless capacity of love and devotion."

SUE AINSLEE CLARK, 1903.

REPORT OF THE WELLESLEY CLUBS. 1910—1911.

Of the twenty-two registered Wellesley Clubs, fourteen sent annual reports in response to the request made of each club by the Executive Board of the Alumnæ Association.

All of these fourteen clubs, scattered from one ocean to the other, testify to their aim, simply and directly stated by one Los Angeles Wellesley woman as being "nothing tremendous, but with a very lively interest in Wellesley as she is and as she changes and a fine spirit of loyalty and comradeship between us, whether we are of '86 or 1911." And so the Los Angeles Club unites seventy-five Wellesley women from twelve scattered towns.

Minneapolis, with its seventy members and average attendance of thirty-five, has just consummated its first serious work by contributing eighty-four dollars to the Student-Alumnæ Building Fund.

The little club of less than twenty members in Detroit, organized last April, sent a non-graduate delegate to the luncheon.

The Cleveland Club is endeavoring, through a circular letter, to raise one hundred dollars for the Student-Alumnæ Building Fund.

St. Louis has the distinction of having this year a "distinctly artistic benefit," whose artistic success has made the Wellesley Club of St. Louis stand for more to the people of that city than it has ever before. This "benefit" took the form of a loan exhibit of rare books, manuscripts, engravings, etchings and old silver. The net proceeds of one hundred and twenty-five dollars, added to accumulated funds, reverts to the Wellesley scholarship. This club has raised such a scholarship partially or wholly each year since 1891 and this year it amounts to two hundred and fifty dollars.

The Pittsburg Club was the only one to enclose a program for the year, which has been devoted to the consideration of the condition of women and child workers and to means of solving these problems. The plan of committing each of its monthly meetings to a committee of five may by this mention commend itself to other Wellesley Clubs.

In response to a letter issued by the Philadelphia Club to one hundred and sixty-seven Wellesley women in the vicinity, one hundred and twenty-five signified their intention of becoming members. By means of a concert, this club raised one hundred and sixty-five dollars to send to the Student-Alumnæ Building Fund. It voted also to add the balance of one hundred dollars in its scholarship fund to defray the expenses of a matriculated student, who will enter Wellesley in the fall. At its annual luncheon, Miss Calkins was the guest of honor.

The New York Wellesley Club proved again its progressiveness, by joining with five other college clubs in New York, to establish a Bureau of Occupation, to investigate fields of work for college women, to find positions and to secure information as to possibilities. Miss Calkins was again the guest of honor at the annual luncheon, given at the Hotel Astor.

And now, in New England, we may mention the New Haven Club, small but loyal.

In Hartford, the meetings have been varied. During the year Dr. Mary Blauvett gave a paper on the "Poetry of Robert Browning." Later in the year, Dr. Rice of Wesleyan gave a stereopticon lecture on the "Geography and Geology of Connecticut." Between these two meetings came an Italian fiesta at the home of the Alumnæ Director, Mrs. Smith; and the last meeting was the rally at the residence of the President of the Wellesley Alumnæ Association, Mrs. Samuel H. Williams. On April first at its annual luncheon, the club enjoyed the privilege of having as its guest of honor, Professor Katharine Lee Bates. An original April Fool masque, written by Mrs. Smith, preceded the luncheon. The Hartford Club is devising a plan to raise money for the Student-Alumnæ Building Fund, in addition to its self-denial boxes distributed last January.

The Worcester Wellesley Club has substantially contributed to the same fund by its gift of nearly four hundred dollars. This was raised by a presentation of "Midsummer's Night Dream," coached by Mrs. Christobel Kidder.

The little loyal club of ten at Northfield has nine of its members on the Faculty of the Seminary.

The Rhode Island Wellesley Club fosters the Wellesley spirit by two meetings each year. This year its guests were Miss Lucile Eaton Hill and Professor Calkins. This was the third Wellesley Club during the year to have the honor of listening to Professor Calkins.

In Boston the program has been most liberal. One meeting was addressed by Professor Hart on the subject of "Oxford;" another by five social workers; at the third and fourth meetings there were readings—one by Miss Florence Converse and one by Mrs. Kidder. The marvelous achievement of the Boston Wellesley Club has been, of course, its phenomenal presentation of George Eliot's "The Spanish Gypsy." The success of this play brought the club not only laurel leaves, but the

net proceeds of $1,116.50 for the Student-Alumnæ Building Fund.

From all of these clubs the reports come as witnesses to the loyalty of Wellesley women in fourteen Wellesley Clubs. Altogether there are but twenty-two Wellesley Clubs and there are over four thousand alumnæ. The individual alumna is a joy unquestionably to her Alma Mater. But no individual alumna can work as effectually for Wellesley's needs as groups of alumnæ. This is especially applicable now to the effort of raising money to complete the Student-Alumnæ Building Fund.

There are great areas of country where no Wellesley Clubs exist, and the writer of this report does earnestly urge the progressive alumnæ in such localities to organize this fall Wellesley Clubs of however small a membership. Existing Wellesley Clubs are urged, moreover, to increase their membership. What is more pitiable than the alumna who is within ten miles of a Wellesley Club and yet will not become identified with it.

The Wellesley Clubs are a potential factor in alumnæ work. To effect this result is one of the objects to be gained by the newly organized Graduate Council.

FLORENCE S. MARCY CROFUT, '97,
Secretary of the Alumnæ Association.

THE REPORT OF THE JOINT FELLOWSHIP OF THE WELLESLEY COLLEGE ALUMNÆ ASSOCIATION AND THE COLLEGE SETTLEMENT ASSOCIATION, JUNE 7, 1911.

This fellowship was offered to the graduates of Wellesley College for the year 1910-11, as authorized by the Alumnæ Association at their meeting in June, 1909.

There were several applications for the fellowship and it was finally awarded to Miss Marie D. Spahr, a graduate of the class of 1909.

The successful candidate has been in residence at the College Settlement of New York through her school year. She has followed out the plan of work in Settlement training drawn up by the Fellowships Committee and has completed a successful and satisfactory year.

As has been reported before, the course for the New York fellow consists of lectures at the School of Philanthropy, and field work at the College Settlement under the direction of the head worker. The field work has been systematized by the Fellowship Committee, in consultation with the Settlement heads, and consists of different phases of settlement work and neighborhood visiting done under careful supervision. The fellow has reported to the committee during the winter and has just handed them her thesis on "Settlement Clubs in New York for the Girl and Boy of from Fourteen to Sixteen Years of Age." This thesis is required by the school and serves as a report for the whole year's work to the Fellowships Committee. It was prepared on the basis of card records of her own club work, kept throughout the year by the fellow, and of records which she obtained by visiting many other settlements.

We feel at the end of the first year that this plan has proved to be very satisfactory in giving both the practical training at the Settlement and a certain amount of theoretical work at the school, and in meeting the criticism so often made in the past that Settlement training is at best desultory and unsystematic.

The Committee declared when the course was planned that there were always positions for trained Settlement workers open to candidates possessing the necessary qualifications. The experience of the present fellow has proved this to be true, as she has been offered eight or nine different positions for next winter and has accepted one at a good salary and giving her the sort of work in one of the principal settlements in New York which she feels especially qualified to do.

There are two candidates from Wellesley for the Fellowship of 1911-12. One of them is a graduate of the class of 1910 and one of 1911, and both, we believe, are well qualified to meet the requirements.

The Committee is disappointed that there have not been more applications, but it may be that the subject has not been enough advertised among the alumnæ.

The same plan of work will be followed the coming winter, and we are endeavoring to secure for the fellow a larger choice of courses in the New York school. We hope to have a fellow in Boston next winter and have every reason to believe that the co-operation of the School for Social Workers there will be as generous as has been that of the School of Philanthropy in New York.

We urge, therefore, that your association vote two hundred dollars for your share in the joint fellowship for the year 1912-13, believing that the results of this first year's training fully justify continuing the plan for at least two more years.

Respectfully submitted,
ELEANOR H. JOHNSON,
Chairman Fellowship Committee.

FROM THE REPORT OF THE ALUMNÆ ELECTOR.

Miss Marie D. Spahr, 1909, who now holds the Wellesley Fellowship, is living at the New York Settlement, 95 Rivington street, and has written

most enthusiastically of her work there. She says that the lectures at the School of Philanthropy have formed an excellent background for her actual settlement activities, which can best be described in her own words: "I have had three clubs; one for little girls of about twelve, the second for boys of about fourteen, and the last for girls of sixteen and seventeen. It has been interesting to work with both girls and boys, as the difference in their temperaments is strongly emphasized in their attitude toward club activities. With girls the effort must be to supply initiative, with boys the question is largely one of directing their energies along the proper lines. In connection with these clubs I have done most of my visiting, as I have tried to get to know the families of all my children. One evening each week I have taught an English class of seven Yiddish garment workers. We had four such classes and found the teaching of these foreign girls most fascinating work. They proved a new type to us."

She tells, too, of the informal Sunday evening open-house, of the "College Settlement News." an admirable little paper edited, printed and distributed by the boys and girls, and of the summer work done at Mount Toy, where the days spent in the country are like oases in the lives of the city children.

Next year, Miss Spahr is to be at Union Settlement, where her principal occupation will be in connection with the library. She feels that the Fellowship has been of great help in fitting her for future social service, and asks that her appreciation be expressed to the alumnæ. The association will surely follow her career with interest.

The Elector does not yet know who will be the Wellesley fellow for next year, but whoever she may be, the experience will undoubtedly mean much to her, and through her the social consciousness of the Alumnæ Association will be quickened and deepened as it has been in the past by this expression of oneness with the settlement cause.

(Signed) ELEANOR P. MONROE,
Alumnæ Elector.

NOTE.

Miss Margaret Cochrane of Hudson, New York, class of 1910, has been appointed fellow from Wellesley.

IN MEMORY OF LUCIA F. CLARKE.

The classmates of Miss Lucia F. Clarke, of Mount Holyoke College, met in June to celebrate the fiftieth anniversary of their graduation, and at this meeting passed the following resolutions:

"Since it has pleased God in His infinite wisdom to call to Himself our beloved classmate, Lucia Fidelia Clarke, the members of the Class of 1861 of Mount Holyoke College would hereby express their appreciation of her noble life and character.

We recall her strong purpose and successful scholarship by which were laid the foundation of her rare success as a teacher.

Her influence in the High Schools of Fort Wayne, Indiana, and Claremont, New Hampshire, was exceptionally strong, and her pride in the mature work of some of those boys and girls in later years was one of her strong enthusiasms.

From the work in Claremont she was called to Wellesley College when it was opened in 1875. How important was her service there in laying broad foundations of system and thorough scholarship is best known to those who, associated with her, found many rough places made plain, and many hard problems solved by her energy and practical wisdom.

There are women who to-day look back to the work in their college class rooms with her as having given them their first impulse for thorough scholarship as she taught them Latin and Bible history.

Here for nearly thirty years she lived a life of singularly unselfish service, gaining always constant happiness from the beauty of her surroundings, and from intimate acquaintance with trees and birds and flowers.

During two of the later years of her residence in Wellesley College she was the President of the Boston Mount Holyoke Alumnæ Association, and gave to all its deliberations the force of her own strong character.

After her return to make her home in Andover, life still gave her large gifts, not the least among them being tokens of appreciation and love from the friends immediately about her.

In her devotion to her beloved church and its activities she found opportunity for constant service, and her love for mission and mission workers became the ruling passion of her life.

These instincts filled her heart and mind until, her earthly work being done, and well done, her Father called her to the reward of the higher service."

SARAH PORTER EASTMAN,
DORA (KENISTON) DAVIS,
FERONIA (RICE) CARPENTER,
For the Class of 1861,
Mount Holyoke College.

NOTE.

Owing to a typographical error in the section dealing with the membership of the Wellesley Graduate Council, as printed in the October issue of the MAGAZINE, one clause was omitted, as follows:

2. Members.

. . . . . .

c. The Alumnæ.

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3. The retiring Executive Board of the Alumnæ Association.

LIST OF DELEGATES ATTENDING THE INAUGURATION.

American School of Classical Studies at Athens: Francis G. Allinson, Ph.D., Professor of Classical Philology in Brown University.

American College for Girls, Constantinople, Turkey: Ida W. Prime, Professor.

International Institute for Girls in Spain, Madrid, Spain: Elizabeth Gulick Lincoln.

Harvard University: Abbott Lawrence Lowell, LL.D., President; George Herbert Palmer, LL.D., Alford Professor of Natural Religion, Moral Philosophy, and Civil Polity.

Yale University: Anson Phelps Stokes, Jr., M.A., Secretary.

University of Pennsylvania: Felix E. Schelling, Ph.D., Litt.D., LL.D., Professor of English Literature.

Princeton University: William Berryman Scott, Ph.D., LL.D., Blair Professor of Geology.

Columbia University: Virginia C. Gildersleeve, Ph.D., Dean of Barnard College.

Brown University: William Herbert Perry Faunce, A.M., D.D., LL.D., President; Walter Goodnow Everett, Ph.D., Professor of Philosophy and Natural Theology.

Rutgers College: William Henry Steele Demarest, A.M., D.D., LL.D., President.

Dartmouth College: James Fairbanks Colby, A.M., LL.D., Parker Professor of Law and Political Science; Gordon Ferrie Hall, Ph.D., Appleton Professor of Physics.

United Chapters of the Phi Beta Kappa Society: Edwin Augustus Grosvenor, LL.D., President.

Dickinson College: Eugene A. Noble, L.H.D., President; William W. Landis, Ph.D., Sc.D., Professor of Mathematics.

University of Pittsburgh: George Hodges, D.D., D.C.L., Honorary Alumnus, Dean of the Episcopal Theological School, Cambridge.

University of Vermont: Frederick Tupper, Ph.D., Professor of the English Language and Literature.

Williams College: Henry Lefavour, Ph.D., LL.D., Trustee, President of Simmons College.

Bowdoin College: Henry Johnson, Ph.D., Longfellow Professor of Modern Languages.

Union University: Charles Alexander Richmond, D.D., LL.D., Chancellor.

Middlebury College: John M. Thomas, D.D., President; Caroline Crawford, Dean of Women.

Andover Theological Seminary: Albert P. Fitch, D.D., President.

Hamilton College: Theodore F. Collier, Ph.D., Alumnus, Professor in Brown University.

Colgate University: George W. Douglas, Alumnus, Editor of the Youth's Companion.

Amherst College: George Harris, D.D., LL.D., President; George Bosworth Churchill, Ph.D., Professor of English Literature.

Hobart College: Langdon C. Stewardson, LL.D., President; Milton Haight Turk, Ph.D., Professor of English Literature.

Trinity College: Frank Cole Babbitt, Ph.D., Professor of the Greek Language and Literature; Walter B. Briggs, Librarian.

The Newton Theological Institution: George Edwin Horr, D.D., President, Trustee of Wellesley College; Charles Rufus Brown, D.D., Professor.

Western Reserve University: John Dickerman, Secretary of the Board of Trustees.

McGill University: Ethel Hurlbatt, A.M., T.C.D., Warden of Royal Victoria College for Women.

New York University: Francis Hovey Stoddard, Ph.D., Dean.

Wesleyan University: William Arnold Shanklin, L.H.D., LL.D., President; Walter Park Bradley, Ph.D., Professor of Chemistry.

Lafayette College: Ethelbert Dudley Warfield, D.D., LL.D., President.

Oberlin College: Henry Churchill King, D.D., President.

Hartford Theological Seminary: William Douglas Mackenzie, D.D., President; Curtis Manning Geer, D.D., Professor of Germanic and Church History.

Tulane University: Edwin B. Craighead, LL.D., President.

Union Theological Seminary: Francis Brown, D.D., LL.D., President; Henry Sloane Coffin, D.D., Associate Professor of Homiletics.

Lake Erie College: Vivian B. Small, A.M., President; Marion Lee Taylor, Pd.B., Professor of German.

University of Michigan: Edwin F. Gay, Alumnus, Dean of the Graduate School of Business Administration, Harvard University.

Mt. Holyoke College: Mary Emma Woolley, A.M., Litt.D., L.H.D., President; Mary Gertrude Cushing, Ph.D., Associate Professor of Romance Languages.

Knox College: Thomas McClelland, D.D., President.

The Astronomical Observatory, Harvard University: Edward Charles Pickering, Ph.D., LL.D., S.D., Director.

Dalhousie College: Eliza Ritchie, Ph.D., Honorary Dean of Women.

Beloit College: Henry Raymond Mussey, Ph.D., Alumnus, Professor in Columbia University.

Grinnell College: John H. T. Main, Ph.D., President; Mary Bowen Brainerd, Ph.D.

Lawrence College: N. B. Richardson, D.D., Ph.D., Professor in the School of Theology, Boston University.

College of the City of New York: Frederick G. Reynolds, Sc.D., Secretary of the Faculty.

State University of Iowa: Frank B. Tracy, Alumnus, Editor of the Boston Transcript.

University of Rochester: Annette Gardner Munro, A.M., Dean for Women.

Northwestern University: Reverend Percy Ernest Thomas, Alumnus, Pastor of the First Congregational Church, Somerville.

Tufts College: Leo R. Lewis, Professor of French.

The Western College for Women: John Grant Newman, D.D., President.

Massachusetts Institute of Technology: Richard Cockburn Maclaurin, M.A., Sc.D., LL.D., President; Davis R. Dewey, Ph.D., Professor of Economics.

Vassar College: James Monroe Taylor, D.D., LL.D., President; Elizabeth Hatch Palmer, Ph.D., Associate Professor of Latin.

Bates College: George C. Chase, D.D., LL.D., President.

University of Maine: James F. Stevens, Dean.

Worcester Polytechnic Institute: Levi L. Conant, Acting President; Zelotes W. Coombs, Professor of English, French and German.

Lehigh University: Robert W. Blake, A.M., Professor of Latin, and Head of the Department of Arts and Science.

Episcopal Theological School: George Hodges, D.D., D.C.L., Dean.

Cornell University: Gertrude Shorb Martin, Ph.D., Adviser of Women.

Wells College: George Morgan Ward, D.D., LL.D., President; Louis F. Snow, Professor.

Boston University: Lemuel Herbert Murlin, D.D., LL.D., President.

Purdue University: Jennie Tilt, M.S., Alumna, Assistant in Chemistry, Wellesley College.

University of Minnesota: Henry Johnson, Alumnus, Professor in Columbia University.

Boston Museum of Fine Arts: Gardiner Martin Lane, President; Arthur Fairbanks, Ph.D., Litt.D., Director.

Wilson College: Nancy J. Criswell, A.M., Acting Dean.

Smith College: Marion LeRoy Burton, Ph.D., LL.D., President; Mary Augusta Jordan, A.M., L.H.D., Professor of English Language and Literature.

Colorado College: William Frederick Slocum, D.D., LL.D., President; Albert Farwell Bemis, Trustee.

Johns Hopkins University: Frederick Jackson Turner, Ph.D., Alumnus, Professor in Harvard University.

Radcliffe College: LeBaron Russell Briggs, A.M., Litt.D., LL.D., President; Mary Coes, A.M., Dean.

Association of Collegiate Alumnæ: Laura Drake Gill, A.M., D.C.L., President.

Bryn Mawr College: Marion Edwards Park, A.M., Acting Dean; Isabel Maddison, Ph.D., Recording Dean.

Coucher College: Eleanor Louisa Lord, Ph.D., Dean; Clara Latimer Bacon, Ph.D., Associate Professor of Mathematics.

Mills College: Ida J. Everett, Alumna, Instructor in Wheaton Seminary.

Pomona College: Mendal Garbutt Frampton, M.A., Professor of English and Rhetoric.

Barnard College: Virginia C. Gildersleeve, Ph.D., Dean.

University of Chicago: Marion Talbot, LL.D., Dean.

Milwaukee-Downer College: Ellen Clara Sabin, M.A., President; Alice E. Belcher, M.A., Professor of Philosophy.

The Women's College in Brown University: Lida Shaw King, A.M., Dean; Eleanor Burges Green, Trustee.

Simmons College: Henry Lefavour, Ph.D., LL.D., President; Sarah Louise Arnold, A.M., Dean.

Clark College: Edmund Clark Sanford, Ph.D., President; James P. Porter, Ph.D., Professor of Psychology.

University of Toronto: William J. Alexander, Ph.D., Professor of English.

Jackson College: Caroline Crocker Davies, Dean.

National Education Association: Ellen Clara Sabin, President of Milwaukee-Downer College.

New England College Entrance Certificate Board: Frank W. Nicolson, M.A., President.

New England Association of Colleges and Preparatory Schools: Nathaniel F. Davis, A.M., LL.D., Secretary.

BOOK REVIEW.

"GIRLS AND EDUCATION," by LeBaron R. Briggs. Houghton Mifflin Company, 1911. Price, $1.00 net.

This is the significant title of a small volume of essays by Professor Briggs, President of Radcliff College and Dean of Harvard Faculty. A reprint of the table of contents — I, The Girl who Would Cultivate Herself; II, To School-girls at Graduation; III, To College Girls; IV, College Teachers and College Taught—is sufficient to indicate the singular interest and pertinence of these essays to every member of our college community.

To the girl of the limited life President Briggs brings in his first essay, a message of wide helpfulness that holds no less wholesome a meaning for the college girl herself. "The girl who makes the most of herself is she who first does her work generously and next uses her odd minutes well." With sound common sense and expressive directness, he puts it very plainly, "If you have dishes to wash, and want to read poetry, wash the dishes first." To this "simple habit of industry," he would have us add one other force as the true dynamic of culture, "the power of the greatest literature to reach all earnest human beings." "The girl who has a right to rise and who rises to some purpose, is she who, not mistaking vanity for refinement, uses her woman's sensitiveness in doing, not in avoiding, her daily work; who sees in that work, however mean, something great and divine, and by the light that never was on sea or land, is led from the common things which it glorifies into intimate communion with those who have shed the glory upon the painted canvas or the printed page."

Almost, if not equally, stimulating is the address to school-girls at graduation—a meaningful preachment upon the wise and just use of the power given to us through education. "A trained sense of truth" is a poignant phrase—a phrase President Briggs uses to describe the true aim and accomplishment of education. Self-restraint, a share in "helpful work to keep your soul from shrinking," a bigness of mind that rises above the petty and sees the glorification of the true, the "vision of the strength of gentleness," a breath of the poetry of life, the enthusiasm of youth, bright with romance and humor—through these it is given us to use wisely, justly, nobly, the power that is ours. The watchword of life he gives to us—"work greatly, love greatly."

But, above all, to the college girl the last two essays are pregnant with meaning. Out of his wide experience, his keen thought, his swift sympathy, President Briggs interprets the full meaning and purpose of college—"efficiency rendered fertile by education." There will be profit and illumination for every Wellesley girl if she will look at her own choice, her own life in college in the light of President Briggs' high conception of four college years lived well, lived rightly—the four years that should bring to us the "high womanliness" of "intelligent patience," of disciplined purpose, of tranquillity, of simplicity, of reverence, the "genius for sympathy," the "inspiration to learn, and, having learned, to do."

Pleasure and profit, sweetly mingled, are to be found in these essays—the charm of swift, suggestive phrasing, of spontaneity, of gentle humor, the high inspiration of true sympathy in all striving and living, of the vision of the joy and of the practical idealism in life. That we may leave with you a final impression of this happy philosophy, may we quote a single paragraph, trusting that it will not take away the zest of reading for yourself?

"At college, if you have lived rightly, you have found enough learning to make you humble, enough friendship to make your hearts large and warm, enough culture to teach you the refinement of simplicity, enough wisdom to keep you sweet in poverty and temperate in wealth. Here you have learned to see great and small in their true relation . . . Here you have found the democracy that excludes neither poor nor rich, and the quick sympathy that listens to all and helps by the very listening. Here, too, it may be at the end of a long struggle, you have seen—if only in transient glimpses—that, after doubt comes reverence, after anxiety, peace, after faintness, courage, and that out of weakness we are made strong. Suffer these glimpses to become an abiding vision and you have the supreme joy of life."

NEWS OF THE WEEK

THURSDAY, NOVEMBER 2, 1911.

AMATEUR NIGHT AT THE BARN.

According to the plan for the division of plays it was impossible to present one last Saturday night, October 28, at the Barn. Some of us were glad, rather than otherwise, for Amateur Night at the Barn revealed to us the wealth of spontaneous, amusing cleverness that is among us. The committee, composed of Ruth Schupp and Dorothy Applegate, 1912, Mary Burdett, 1913, Madeleine Lord, Margaret Stitt and Elizabeth McConaughy, 1914, and Elizabeth Carlile and Elizabeth Endal, 1915, is to be heartily congratulated on the success of their novel entertainment and the pleasure we all took in it. The first number on the program, furnished by the Lehmann Quartette, composed of Helen Goss, Berenice Van Slyke, Eleanor Hall and Ruth Hypes, richly deserved the round of applause it received. We do not expect to see its equal for artistic rendition of feeling, for finesse of technique, for genuine sympathetic interpretation, until, perhaps, our Artist Recital in December, if even then.

The Campbell Kids' Dance, less finished artistically, perhaps, than the first number, was, nevertheless, a joy to the beholder. The spontaneous grace of the Kids—but it would be folly to try to form our laughter into words.

Imogene Morse's recitation was enthusiastically received; the Lady of Shalott, illustrated by moving-pictures and accompanied with music, was not only entertaining, but highly valuable as an educational feature. Cecelia Hollingsworth read the lines for the pictures.

Dorothy Applegate and Marjorie Stoneman gave us the fruit of their erudition and high literary achievement in an original sketch. Marjorie Stoneman as Porter, Soda-water Fountain Boy, and several other things was irresistible; Dorothy Applegate's Salvation Army Lassie was the most touching presentation of that character that has been seen on the stage for many years.

President Taft and family had a box reserved for them, but were late. With his usual unfailing courtesy, the President advised the Barnswallow President of this unavoidable fact by telegraph. A great sensation was caused, however, by the tip-toeing in of the President and his family in the midst of the performance. We were very glad to have him with us, and feel that he looked approvingly on Wellesley and her dramatic efforts.

An Isadore Duncan dance, by Alice Paine, formed the final triumphant feature of the evening.

Really, we are very glad of the heartiness of the fun we had last Saturday night—and very proud of those who made it for us. A play is promised immediately after Christmas, but until then, the Barn is still the jolly good place it always has been.

SOPHOMORE CLASS ELECTS OFFICERS.

At a meeting of the class of 1914, held on October 25, the following class officers were elected:

President	Edith Rider
Vice-president	Gladys Gorman
Treasurer	Elizabeth Limont
Recording Secretary	Frances Williams
Corresponding Secretary	Dorothy Gostenhofer
Executive Board	Blanche Davis, James M. Gardner, Marjorie Day
Advisory Board	Mary Ballantine, Margaret Elliott
Factotums	Arline Johns, Alice Coseo

FOREIGN PHOTOGRAPHS.

For the convenience of art students and other members of the college, the Department of Art will be very glad to order unmounted photographs from abroad. There are now many beautiful photographic reproductions, and a print 8 by 10 inches in size may be obtained at prices ranging from ten to fifty cents, according to the style of the photographs. A number of illustrated catalogs will be found in the Art Library, and assistance in making selections will be gladly given.

In order to receive the photographs before the Christmas vacation, orders must be given before November 7. An attendant will be in the library from 8.30 A.M., until 5 P.M.

DEUTSCHER VEREIN.

Anyone who has had Courses 11 and 22, and has completed or is taking some Grade III course in the department of German, is eligible to the Verein.

Anyone eligible who has not received an invitation, notify Elizabeth Allbright immediately.

Seniors taking 11 and 22 may be admitted upon application to Elizabeth Allbright.

Those discontinuing membership in the Verein are expected to hand in their resignations.

DOROTHY SUMMY.

EDITOR-IN-CHIEF, Muriel Bacheler, 1912
ASSOCIATE EDITOR, Cathrene H. Peebles, 1912
LITERARY EDITORS.
Margaret Law, 1912 Marjorie Sherman, 1912
Helen Logan, 1913 Sarah Parker, 1913
REPORTERS.
Carol Prentice, 1913 Kathlene Burnett, 1913
BUSINESS MANAGER, Frances Gray, 1912
ASSOCIATE BUSINESS MANAGER, Josephine Guion, 1913
ASSISTANT BUSINESS MANAGER, Ellen Howard, 1914
SUBSCRIPTION EDITOR, Dorothy Blodgett, 1912
ALUMNÆ EDITOR, Bertha March, 1895
ADVERTISING BUSINESS MANAGER, Bertha M. Beckford, Wellesley College.

The WELLESLEY COLLEGE NEWS is published weekly from October to July, by a board of editors chosen from the student body.

All literary contributions may be sent to Miss Muriel Bacheler, Wellesley College, Wellesley, Mass.

All items of college interest will be received by Miss Cathrene H. Peebles, Wellesley College, Wellesley, Mass.

All Alumnæ News should be sent to Miss Bertha March, 394 Massachusetts Ave., Boston, Mass.

All business communications should be sent to Miss Frances Gray, Wellesley College, Wellesley, Mass.

Subscriptions should be sent to Miss Dorothy Blodgett, Wellesley College, Wellesley, Mass.

Terms, $1.50 for residents and non-residents; single copies, 15 cents.

EDITORIALS.

THE INAUGURATION AGAIN.

Last week the NEWS mentioned one or two results of the Inauguration; this week the Inauguration still simmers in the editorial brain. Perhaps, after you have looked through the Inauguration addresses, it will be prominent in your mind,—if so, the NEWS wishes to rejoice over one fact with you. Have you noticed, running through all the addresses, more or less prominently, the note of honor to the women's colleges, of confidence in them? Are you not glad that Wellesley's standards are noticeably high; that to us, as latest born of the educational family, belongs the proud opportunity of greater achievment, surer intellectual purpose, higher moral ideal, than any that have gone before us?

OPPORTUNITY IN THE LIMITATION OF THE BARN PLAYS.

Restriction is sometimes only another word for opportunity. And when this is true, the opportunity is always of the finest, most challenging sort. The plan for the restriction of the number of plays to be given during the college year, is such an opportunity, but it is more than a single opportunity. All of us have considered it as an opportunity for testing and proving our loyalty and sincerity; we have adopted it, not only without grumbling, but with steady enthusiasm, feeling it to be a challenge for the reality of our purpose in Student Government.

But it is to an entirely different opportunity involved in the limitation of the number of plays at the Barn, that the NEWS wishes to call your attention. The experiment of Saturday night showed that we can have a surprisingly good time with little work; why may not further experience of this year at the Barn show an equally surprising increase of real worth in the Barn production upon which we do put our time?

The widespread interest in the drama, especially in colleges and universities, which is everywhere

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in the air, and which, under the direction of Professor Matthews of Columbia, Baker of Harvard, Phelps of Yale, Burton of Minnesota, F. W. Chandler of the University of Cincinnati, Tucker of the Brooklyn Polytechnic, Gayly of the University of California, and Robert Herrick of the University of Chicago, who are all actively engaged in working out the best methods of teaching the drama, is slowly but surely producing widespread appreciation of the best in drama, and the most effective workmanship, should be stimulating and suggestive to us. Columbia has recently set aside a room for models of theaters throughout the ages, among which is a model of the Fortune Theater, in which Shakespeare is said to have acted; the Yale Dramatic Association has not only presented such plays of vital significance as Sheridan's "The Critic," and Ibsen's "The Pretenders," but has also issued acting versions of these plays; one still hears expressions of continued hope that a Greek amphitheater may be erected here in the East, like that erected by Mrs. Hearst at Berkeley, California; everywhere are indications of a new and keen realization of the worthy and significant place of the drama in the intellectual life of the people.

In view of facts like these, in spite of the many difficulties in the way of our establishing a vigorous and effective Dramatic Association here, we may still feel that it will surely come, and welcome the limitation of the number of our plays as a wide opportunity to significant, worth-while work in their quality. Even though on a small scale—and a small stage!—the prospects are bright for a real dramatic progress here during the winter. And that it may add its mite to the reality of our interest in the Barn plays, the NEWS hereby promises to do its level best to give you the frankest, most thoughtful and constructive criticism of Barn plays, in its power.

THE INTELLECTUAL WEATHER MAP.

"In college and university circles," says the Independent, "there is everywhere a thoughtful condemnation of tendencies which have been disintegrating intellectual discipline." This fact, taken in conjunction with the increase of respect for knowledge shown in the newspapers, the genuine regard in national and state governments for the scientific expert, the popular demand for commissions to investigate present conditions before the enactment of laws, the new note of intellectual appeal in the discussion of social and economic problems, lead the Independent to predict very guardedly a return of the thought of the people to the intellectual mood. In the latter half of the Victorian age, the intellectual mood prevailed, and the world made more progress in knowledge in thirty years than it had made in two thousand years before.

In such a weather forecast, dangerous though all forecasts of the weather are, we may well be proud of Wellesley's attitude, if not among undergraduates, at least among Faculty and Administration.

MEETING OF THE INTERCOLLEGIATE ASSOCIAT ON OF NEW ENGLAND GEOLOGISTS AND GEOGRAPHERS.

The eleventh annual meeting of the Intercollegiate Association of Geologists and Geographers of New England was held on Friday and Saturday, October 13, 14, 1911, under the direction of Professor Lane of Tufts College. Friday afternoon was given up to an excursion from Powder-house Hill, West Somerville, to Middlesex Fells, for the

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study of dikes, slates, tin, etc. On Friday evening preliminary papers were given by Professor Fernald (Botanist) of Harvard, Professor Johnson (Geographer) of Harvard, and C. A. Davis (Botanist of the United States Geological Survey, bearing upon the question of the probability of the subsidence of the Atlantic coast. Professor Fernald's paper was chiefly botanical, dealing with his summer's work in Newfoundland. Professor Johnson favored the non-subsidence theory, basing his evidence on extensive study of the Atlantic coast. He explained the apparent subsidence by difference in high tide level at various times, caused by building up or tearing of barrier bars. Mr. Davis favored the subsidence theory because of certain botanical evidences—great thicknesses of peat composed entirely of Spartma patens, which only grows at high-tide level, thereby suggesting continued subsidence.

Saturday morning salt marshes and peat bogs in the regions of Revere Beach and Nahant were visited, and in the afternoon the rocks of Nahant were studied, Cambrian sediments in contact with gabbro, etc.

Nearly all the colleges of New England were represented. Wellesley was represented by Miss Fisher, Miss Hatch, Miss Goldring, Mr. Cushing, Mr. Labee of the Geology Department, and by Miss Elizabeth Hubbard as graduate student.

ADDITIONS TO SOCIAL STUDY LIBRARY.

Addams, Jane. Twenty years at Hull House.
Clark, Victor S. The Labour Movement in Australasia.
Ely, Richard T. The Labor Movement in America.
Fairchild, Henry Pratt. Greek Immigration to the United States.
Gorky, Maxine. Mother.
Mangold, George B. Child Problems.
Nearing, Scott. Social Adjustment.
Patten, Simon M. The Social Basis of Religion.
Seager, Henry Rogers. Social Insurance. A Program of Social Reform.

COLLEGE CALENDAR.

Thursday, November 2, 8.00 P.M., College Hall Chapel. Lecture by Professor Kendall on her journey of research in Eastern Asia.

Friday, November 3, Crew Competition.
8.00 P.M., College Hall Chapel. Lecture by Professor Kendrick, Palestine.

Saturday, November 4, 4.00-6.00 P.M., the Barn. Freshman social.

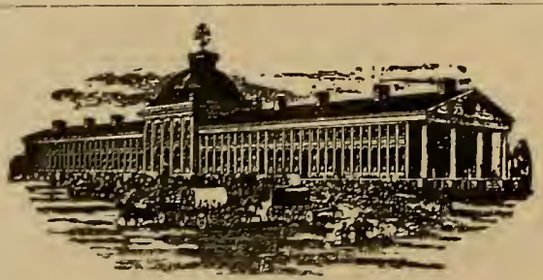
Sunday, November 5, 11.00 A.M., Communion Service. Preacher, Dr. Arthur J. Lyman of Brooklyn, N. Y.
7.00 P.M. Vespers. Address by Lieut.-Col. E. W. Halford, Vice-chairman of National Committee of Layman's Missionary Movement.

Monday, November 6. Field Day.
7.30 P.M. H. P. E. reception to new students.

NOTICE.

On Sunday evening, November 5, the address at vespers will be given by Lieut.-Col. E. W. Halford, Vice-chairman of the Executive Committee of the Laymen's Missionary Movement.

DOROTHY M. GOSTENHOFER, 1914.
Secretary of the Missionary Committee.



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The central figure of this farcical romance, as it is designated in the advertising, is a keenly sensitive and dangerously attractive American woman, "Roxana Clayton" by name, who goes to Europe, falls in love for the first time in her life and precipitately marries this man of her choice. Before the honeymoon has risen above the wedding hour horizon, the newly made Benedict is discovered by his bride, fondly embracing and kissing a young woman, who is afterwards recognized as a former sweetheart.

Piqued at what she thinks an unpardonable indiscretion, Roxana leaves him, returns to America and arrayed in the most stunning of widow's weeds, announces the untimely death of her newly wedded husband. At a house party at Palm Beach the husband confronts the unsuspecting Roxana and the fun begins. Then for the three acts the complications come fast and furious, with the line of demarkation between farce and comedy so cleverly drawn that the master-hand of David Belasco is readily recognized.

Miss Bates has always been admired for her consummate art and earnestness in anything she undertakes, and her success as the widow has been attained solely by her wonderful personal charm, intellectuality and histrionic ability. Her supporting company is the same that aided her so successfully in New York City during the eight months' run there and includes Bruce McRae, Adelaide Prince, Rex McDougall, Edith Campbell, Alice Claire Elliott, Minor S. Watson, Westropp Saunders and others. The production and appurtenances disclose the infinite artistry of David Belasco as a producer.

The engagement at the Hollis Street theater is limited to two weeks, commencing Monday night, October 23, with matinees on Saturdays only.—Adv.

RECENT ADDITIONS TO THE LIBRARY.

Babbitt—Literature and the American college.
Bagley—Craftsmanship in teaching.
Educational values.
Baumgart—Goethe's Faust.
Beddoe—Races of Britain.
Begbie—Twice-born men.
Boswell—An Irish precursor of Dante.
Burns—Poetry, ed. by Henley & Henderson.
Capps—From Homer to Theocritus.
Cartailhac & Breuil—La caverne d'Altamira.
Cellini—Life—A new version by R. H. H. Cust.
Chalandon—Histoire de la domination normandie.
Copa—The hostess of the inn.
Dieterich—Eine Mithrasliturgie erläutert.
Dock—Hygienie and morality.
Dry—Giacomo Puccini.
Funck-Brentano—Figaro.
Gasquet—Essai sur le culte de Mithra.
Gregory—Australia.
Harte—Novels and stories.
Hauser—L'impérialisme américain.
Horatius Flaccus—Interpretations of Horace.
Jeanroy & Peuch—Histoire de la littérature latine.
Konta—History of French literature.
Krummel—Handbuch der ozeanographie.
Kugler—German, Flemish and Dutch schools of painting.
Landormy—Histoire de la musique.
Lautard—Zoophilie.
Lawton—Introduction to classical Greek literature
Lefranc—Histoire du Collège de France.
Liebich—Claude—Achille Debussy.
Longuemare—Bossuet.
McCabe—History of the Grange movement.
Martin—Nos peintres et sculpteurs.
Moulton—World literature and its place in general culture.
Patten—Social basis of religion.
Regnier—Les médailles d'argile.
Richards—Air, water & food from a sanitary standpoint.
Richards—Euthenics.
Roustan—La litterature francaise.
Samain—Aux flancs du vase.
Samain—Le chariot d'or.
Sharp—Ecce puella.
Strack—Jesus die häretiker und die Christen nach den ältesten jüdischen angaben.
Taine—Etienne Mayran.
Taylor—Sayings of the Jewish fathers.
Taylor—Principles of scientific management.
Viator—Petit voyage in France.
Yedder—Digressions of V.
Wendland—Die hellenistisch-römische kultur.

Audoux, M.—Marie-Claire, tr. by John Raphael.
Baskerville, C.—Progressive problems in general chemistry.
Bonar, J.—Disturbing elements in the study & teaching of political economy.
British academy—Papers read at the Milton tercentenary.
Broadley, A.M.—Dr. Johnson and Mrs. Thrale.
Butler, A. J.—Forerunners of Dante.
Campardon, E.—Siste des membres de la noblesse impériale.
Carver, T. N.—Distribution of wealth.
Coulton, G. G.—From St. Francis to Dante.
Cromwell, O.—Letters & speeches.
Crothers, S. McC.—The endless life.
Delegue, R.—L'université de Paris.
Dickinson, G. L.—Is immortality desirable?
Diès, A.—Le cycle mystique..
Dodd, W. F.—Modern constitutions.
Ebbinghaus, H.—Psychology, an elementary textbook.
Eucken, R. C.—Meaning and value of life.
Firth, C. H.—House of Lords during the civil war.
Fogazzaro, A.—Daniele Cortis.
Piccolo mondo antico.
Foster, W. T.—Administration of the college curriculum.
Frankel, L. K. & Dauson, M. M.—Workingmen's insurance in Europe.
Fuld, L. F.—Police administration.
Galpin, F. W.—Old English instruments of music.
Galsworthy, J.—Fraternity.
Villa Rubein & other stories.
Gibbins, H. deB.—Industry in England.
Gordon, G. A.—Immortality and the new theodicy.
Gosselin, L. L. T.—A Gascon royalist in revolutionary Paris: the Baron de Batz.
Greene, M. L.—Among school gardens.
Hazen, C. D.—Europe since 1815.
Hecker, E. A.—Short history of women's rights.
Hegner, R. W.—An introduction to zoology.
Hibben, J. G.—The philosophy of the enlightenment.
Hobbs, W. H.—Characteristics of existing glaciers.
Houllevigue, L.—Evolution of the sciences.
Howells, W. D. ed.—Harper's Novelettes.
James, W.—Meaning of truth.
Jenks, J. W.—Governmental action for social welfare.
Jungman, B.—Holland.
Lecky, E.—Memoir of the Right Hon. William Edward Hartpole Lecky.
Lemaitre, J.—Fenélon.
Macdonald, D. B.—Aspects of Islam.
Macdonald, J. R.—The socialist movement.
McFayden, J. E.—Introduction to the Old Testament.
Martialis, M. V.—A Roman wit.
Mast, S. O.—Light and the behaviour of organisms.
Menander of Athens—Four plays.
Michel, André.—Histoire de l'art.
Milton, J.—Complete poetical works.
Napoleon I.—The Corsican; a diary of Napoleon's life in his own words.
Nearing, S.—Social adjustment.
Needham, J. G.—General biology.
Offner, M.—Mental fatigue.
Osler, W.—Science and immortality.
Ostwald, W.—Individuality & immortality.
Natural philosophy.
Pankhurst, E. S.—The suffragette.
Peabody, J. P.—Marlowe.
Phillips, S.—Pietro of Siena.
Phillpotts, E.—The portreeve.
Pillsbury, W. B.—Psychology of reasoning.
Ritson, J.—Ancient English metrical romances.
Saintsbury, G. E. B.—Historical manual of English prosody.
Scott, D. H.—Evolution of plants.
Semple, E. C.—Influences of geographic environment.
Spranger, E.—Wilhelm v. Humboldt u. die reform d. bildungswesens.
Sumner, H. L.—Equal suffrage.
Taussig, F. W.—Principles of economics.
Thuasne, L.—Rabelais et Villon.
Vallette, G.—Jean Jacques Rousseau, Genevois.
Wallace, A. R.—Island life.
Waltzing, J. P.—Etude historique sur les corporations professionnelles chez les Romans.
White, A. D.—Seven great statesmen in the warfare of humanity with unreason.
Wigram, E. T. A.—Northern Spain.
Wissowa, G.—Gesammelte abhandlungen zur römischen religions—u. stadtgeschichte.
Wordsworth, J.—The national church of Sweden.

COLLEGE NOTES.

At a meeting of the Circulo Castellano on October 5, the following officers were elected for the year 1911-1912:

President.....Gertrude Robeson
Vice-president and Treasurer.....Alice Merrill
Secretary.....Edith Wilbur
Advisory Board..... { Senorita Bushee, Margaret Thorn, Dorothy MacDowell, Mabel Silsby

The next meeting will be held on the evening of November 6, at 7.30. The place will be posted later.

DEBATING CLUB.

At a meeting of the Directors of the Debating Club, held Friday evening, September 29, in room 318, College Hall, the following officers were elected:

Maxcy Robeson, 1912,.....President
Mary Burd, 1913.....Vice-president
Kathlene Burnett, 1913.....Secretary-Treasurer
Belle Ranney, 1912.....Corresponding Secretary

The Directors appointed were as follows:—

Alumna member.....Eunice Chandler, 1911
Senior member.....Marion Smith, 1912
Junior member.....Natalie Williams, 1913
Junior member.....Helen Keeler, 1913

It was decided to have an informal debate at each meeting, the subject of which should be posted a week in advance, and two captains appointed to uphold the affirmative and negative respectively. It was also decided that there should be four formal debates during the year, that the speakers for the open debate should be chosen by the judges and the Board of Directors and that the honor debate, voted on after the debate at the open meeting, should be awarded a prize.

The first regular meeting of the Debating Club was held Monday evening, October 23, at 7.30 o'clock, in Agora. The President opened the meeting with a short talk, speaking of the aims and uses of the club and welcoming the new members. The subject of the informal debate was: Resolved, that courses in household management should be included in the curriculum of women's colleges. Alice Bennett, captain for the affirmative and Belle Ranney for the negative, chose members for their "sides" and opened the debate by stating the main issues. At the close of the debate the conclusions were summed up by each of the captains for her side. It was informally decided by the non-participants that the affirmative side presented the stronger arguments.

Refreshments were served and the meeting adjourned.

GOLD FOR THE BLUE.

October 1, 1911	$21,031.19
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	$23,431.69
College Hall	20.50
Stone Hall	3.35
1912	6.00
Shining Boots	6.01
	$23,467.55

DOROTHY W. RIDGWAY,
Treasurer.

ECONOMIC PRIZES.

EIGHTH YEAR.

In order to arouse an interest in the study of topics relating to commerce and industry, and to stimulate those who have a college training to consider the problems of a business career, a committee composed of Professor J. Lawrence Laughlin, University of Chicago, Chairman; Professor J. B. Clark, Columbia University; Professor Henry C. Adams, University of Michigan; Horace White, Esq., New York City, and Professor Edwin F. Gay, Harvard University, has been enabled, through the generosity of Messrs. Hart Schaffner & Marx, of Chicago, to offer in 1912 four prizes for the best studies in the economic field.

In addition to the subjects printed below, a list of available subjects proposed in past years can be had on application. Attention is expressly called to the rule that a competitor is not confined to topics proposed in the announcements of this committee; but any other subject chosen must first be approved by it.

1. Wage theories of American economists.
2. Agricultural education.
3. The influences affecting the prices of agricultural products.
4. A lumber policy for the United States.
5. Would public interests be subserved by the amendment or repeal of the so-called Sherman anti-trust law?
6. Capital building through corporation savings.
7. Control of securities of public service corporations.
8. A scientific basis for tariff revision.

Class B includes only those, who at the time the papers are sent in, are undergraduates of any American college. Class A includes any other Americans without restriction; the possession of a degree is not required of any contestant in this class nor is any age limit set.

A first prize of one thousand dollars and a second prize of five hundred dollars are offered to contestants in Class A.

A first prize of three hundred dollars, and a second prize of two hundred dollars are offered to contestants in Class B. The committee reserves to itself the right to award the two prizes of $1,000 and $500 of Class A to undergraduates in Class B, if the merits of the papers demand it.

The ownership of the copyright of successful studies will vest in the donors and it is expected that, without precluding the use of these papers as theses for higher degrees, they will cause them to be issued in some permanent form.

Competitors are advised that the studies should be thorough, expressed in good English, and although

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not limited as to length, they should not be needlessly expanded. They should be inscribed with an assumed name, the class in which they are presented, and accompanied by a sealed envelope giving the real name and address of the competitor. If the competitor is in Class B, the sealed envelope should contain the name of the institution in which he is studying. The papers should be sent on or before June 1, 1912, to J. Laurence Laughlin, Esq., The University of Chicago, Chicago, Illinois.

AVAILABLE SUBJECTS.

What forms of education should be advised for the elevation of wage-earners from a lower to a higher industrial status in the United States?

To what is the recent growth of American competition in the markets of Europe to be attributed?

The economic advantages and disadvantages of present colonial possessions to the mother country.

A just and practical method of taxing railway property.

Will the present policy of the labor unions in dealing with non-union men, and the "closed shop," further the interests of the workingmen?

The influence of credit on the level of prices.

The cattle industry in its relation to the ranchman, feeder, packer, railway, and consumer.

Should the government seek to control or regulate the use of mines of coal, iron, or other raw materials, whose supply may become the subject of monopoly?

What provision can be made for workingmen to avoid the economic insecurity said to accompany the modern wage-system?

The practical wisdom of freeing raw materials, essential to subsequent manufactures, from custom-duties when entering the United States.

How far does the earning power of skill obtain under a regime of trade unions?

A critical study of modern commercial methods for distributing products to consumers.

The development of economic theory since John Stuart Mill.

To what extent, and in what form, are Socialistic tenets held in the United States?

In what respect, and to what extent, have combinations among American railways limited or modified the influence of competition?

The best methods of avoiding resort to force by labor unions in their contests with employers.

Industrial combinations and the financial collapse of 1903.

Causes of the rise of prices since 1898.

Should inequalities of wealth be regulated by a progressive income tax?

The effect of the industrial awakening of Asia upon the economic development of the West.

The causes of the recent rise in the price of silver.

The relation of an elastic bank currency to bank credits in an emergency.

The logic of Henry George's "Progress and Poverty."

What are the ultimate ends of trade-unions and can these be gained by any applicaton of the principles of monopoly?

In view of existing railway progress, should the United States encourage the construction of waterways?

Is it to be expected that the present and recent production of gold will cause a higher level of prices?

The best scheme for uniform corporation accounts.

Desirable methods of improving our trade with China.

The proper spheres of the trust company and the commercial bank.

The relations of oriental immigration to American industries.

The relative efficiency of American and European labor in manufacturing industries.

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The history of one selected railway system in the United States.

The history of the rate of interest in the United States.

The value of protectionism to American workingmen.

The economic reasons for or against building a deep waterway from the Lakes to the Gulf.

German experience in taxing the unearned increment from land.

The valuation of railways.

An examination of government wages statistics.

The effects of modern immigration in the United States.

The value of organized speculation.

CIRCULATING LIBRARY.

The Circulating Library which was formerly in the Fourth Floor Center, has been moved to the College Hall Reading Room. Books may be drawn and returned every week day except Saturday, by applying to the attendant at the desk between 10 and 12, A.M., and 2.15 and 3.45, P.M. The collection comprises about two hundred volumes of poetry, fiction and essays. The charge for the use of these books is two cents a day a volume, and the receipts are devoted to the purchase of new books.

FREE PRESS.

WITH APOLOGIES TO PLATO.

I.

ALCIBIADES: What would I not give, oh Socrates, to possess a silken gown and a beautiful hood, be it red, green, blue or purple!

SOCRATES: To what end desirest thou a silken gown and a beautiful hood, oh Alcibiades? Perchance if thy desire be firmly grounded thou mayest yet obtain what thou desirest.

ALCIBIADES: Nay, verily, the procession is over now, and even those who were happy have packed away in boxes their silken gowns and beautiful hoods. But what would I not have given to possess these things on the great day.

SOCRATES: Perchance in future times other great days shall come, other processions in which thou mayest put on the beautiful apparel.

ALCIBIADES: And yet, oh Socrates, in the meantime, what a great weight of learning I should have to bear about with me, while lacking the possibility of displaying its outward vestige.

SOCRATES: Even as men have acquired great strength by carrying a young animal about in their arms from day to day, their strength increasing as the animal grew heavier, so indeed mightest thou by learning thy lessons from day to day prepare

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thyself so that the heavy load of learning would sit upon thy shoulders lighter than its outward vestige.

ALCIBIADES: Not so; for, could I wear my silken gown and beautiful hood perpetually, perchance I would deem them worth the acquisition. But there be other delights more easily obtained and more perennial, even though less enduring. With these will I content myself, oh Socrates.

1913.

II.

Loyalty and enthusiasm were the two big words of praise that many a visitor gave to Wellesley girls after Inauguration Day. Abstract words, to be sure,—a trifle bromidic for the Free Presser to rant about. Converted into facts, though, they can be very practical. The resolution in point, then, is to beware of too much abstract virtue running around at loose ends—to find for our enthusiastic current an assured circuit—one even so commonplace as Student Government quiet and academic concentration. In fact, it's a resolution to have a little private Inauguration Day of our own—the inauguration of purposeful loyalty and enthusiasm.

III.

We hope it is not amiss at this late day to say a word of thanks and of appreciation to those who, as ever mindful of our College Beautiful, have strengthened our claim to the title by beautifying the main entrance at the North Porch. The formal treatment of the walks suits well the dignity and stateliness of College Hall, and the broad portico happily combines utility and impressiveness. To our word of appreciation we may add the off-heard phrase, now a bromide—"And it saves a whole minute when we're late to classes." 1913.

IV.

Is it in vain, all the great effort exerted by Wellesley undergraduates to keep the library quiet for study? It certainly seems so at times, for a noise more disturbing than whispering often breaks up the silence and drives our most brilliant thoughts from our minds. This is the bang! bang! of the heating pipes. Can no one delve into their inner workings and rid us of this nuisance?

MARY FRANCES BALLANTINE, 1914.

V.

The word "freshness" in the invitation to the NEWS competition is particularly suggestive; although it was probably not meant in just the way it is interpreted. In the published writing of the undergraduates in general, is there not that continual striving to express something new, something different? Are not our pens always trembling lest we become bromides? The thought has been expressed before that possibly we are only dressing up old ideas in fearful and wonderful garments; that, because we are not mature enough to have deep, far-seeing thoughts, we express the thoughts natural to our years in such a manner as will delude our mates, though not our superiors, into thinking that we have more than the average maturity and intelligence of the college student. So let me make a plea for what has been considered the "too simple" expression of the things within our understanding. For, admittedly, we can handle best that which we best understand. 1914.

VI.

There is a quotation that runs, "The difference between Youth and Experience is the difference between Poise and Pose—and, after all, this difference is chiefly in the I." We are essentially Youth, but are we helping ourselves along to Experience as efficiently as we can? How many of us here, unconsciously perhaps, are adopting a pose? We go with a certain crowd—not as inflexible as the crowd in prep. school, but still binding enough to make us feel that the particular ties are there. We study some, we "have a good time," we enjoy our life here. But do we do the things that we really want to do; the things that are in us to accomplish? Go off with yourself sometime in this glorious fall weather. Think yourself over; judge what you have done and intend to do this year by your highest standards of what this year should bring. Consider whether your every-day occupations and

(Continued on page 34)

PARLIAMENT OF FOOLS.

INSPIRED BY THE ACADEMIC PROCESSION.

O don't you wish that you could wear
A scarlet gown with gen'rous flare
And pink-edged hood with velvet lap-el
And walk in state from Hall to Chap-el
In the Grand Parade!

Or mayhap your eye was caught
By satin gown with orange fraught
And but one thought your soul doth grapple
Thus—thus to walk from Hall to Chapel
In the Grand Parade.

O yes, of gold must be your tassel,
To wear plain black betrays a vassal,
With haughty head through living lane
You'll walk from Hall to sacred fane
In the Grand Parade.

That living lane of lovely lasses
Made up of all of Wellesley's classes,
Will gaze as Eve upon the apple
When you stalk from Hall to Chapel
In the Grand Parade.

SHINY THINGS.

Oh, Wellesley shines in many ways,
Her daughters they shine, too.
The polish of their culture shines
Like sun on drops of dew.

They shine in classes, never lose
A chance to shine in beauty.
And list! their last attempt to shine
Is in the way of shoes!

So come, you altruistic souls,
Bring forth your shoes and money.
In C. H. basement you can see
A sight that's truly funny.

(Continued on page 36)

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pleasures are You and just how much is pose. Then see whether they add to or detract from that mental poise that marks the person who realizes life to the full. The Poise that we should and must have in the days after the testing time of Youth.

E. H. F., 1914.

VII.

"Why, we were never allowed to do it! And it doesn't look very well, do you think so?" Thus an alumna, a delegate at the inauguration, whose eyes, wandering peacefully over the prospect from a College Hall window, had at last come to a disturbed rest on a knobby paper bag, two suspicious-looking milk bottles, more or less empty, and more—no less about it—messy, and one bedraggled condensed milk can, all situated on a window-sill. After that, the alumna's eye looked more like the eye of him who stopped the wedding guest than like that of a peaceful inauguration delegate. "Why, there are more and more of them! Even fudge—cooling or keeping cool! It gives such a very unattractive, unacademic look to the building, to say the least!" But this Free Presser didn't even say the least that might have been said. She thought of the falsity of appearance which the using of our window-sill for a pantry gives us, and she answered to that alumna by no word at all—what was there to say? 1912.

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WELLESLEY

VIII.

There seem to be certain members of 1915 who have not yet recognized one of the most fundamental and important factors in Wellesley's existence—else how can the fact that there is disturbance in some Freshmen classes be explained? The unseen fact is that the academic work in Wellesley is a thing of choice, and not of necessity. We have an interest, a voluntary preference for things of the mind, which accounts for our being at Wellesley and not at some finishing school. Furthermore, we look to each incoming Freshmen class to advance our standards, to make for higher intellectual purpose, for if it does not accomplish this, Wellesley is not progressing, and so is not living, but dead.

There are two distinct thoughts involved in this homily, 1915, in spite of the great number of its words. One does not like to be too explicit, too plain-spoken, in a matter so personal, and so provocative of chagrin. Only, remember that you have grown up, grown up to serious college work, and serious college interest in classes, 1915.

IX.

Are we very unscholarly? Many of the Faculty, to our embarrassment and penitence, have implied as much. We do not know the names of the men writing articles in the Encyclopedia Britannica when we consult it for definite knowledge to be brought to class; we consult books about things instead of sources whenever the matter is left to our discretion; we show little, if any, zeal in following up stimulating books from which quotations are made in our classes; in short, our general attitude toward our work, however faithful it may be, is not scholarly. That is not a pleasant thought, considering that it makes our intellectual life seem a sham in one respect at least; will our embarrassment and penitence make any difference in our methods of work?

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PARLIAMENT OF FOOLS—Continued.

THRUMP.

Sing me a song of sleepy heads,
  Six o'clock in the morning,
Oh, how we love our little beds
  Six fifteen in the morning.

What do you s'pose has waked me up?
  I heard an awful bump!
Sing me a song of radiators—
  Thrump—Th-r-ump—Th-r-r-ump.

Tell me not of alarm clocks loud,
  They ring, and are still forever,
While I sleep on, and their tick-tick says,
  "Never—forever—never."

But oh, when I'm just TOO tired to move
  I hear a terrific bump,
And thè radiator begins its tune—
  Thrump—Th-r-ump—Th-r-r-ump.

Oh, the worry cow, she couldn't decide
  To get off the track
And stay on one side;
  For she feared she might step
On a snake in the grass,
  If she walked in the weeds
When the train went past.
  And if she swerved to the left a bit,
She might meet with an auto
  And would surely get hit.
Oh, the worry cow! she COULDN'T decide,
  And she got the worse muddled
The more that she tried!
  And when she decided,
Alas, 'twas too late,
  For, like her decision,
Her death came by freight.

L. R. C.

ODE TO THE NUT-BIRD.

The squirrels that scamp in the fall, dear love,
  Chase acorns all over the place;
The squirrels that scamp in the fall, my dove,
  Have whiskerets out on their face.
Oh—the squirrels that scamp in the fall!

The squirrels that fascinate all, dear dove,
  Nice, large, bushy tails do sweepth;
The squirrels that fascinate all, fond love,
  Have four little leggies beneath.
Oh—the squirrels that scamp in the fall!

E. H. F., 1914.

HOW FOOLISHLY.

How foolishly the angle-worm,
  Comes forth from his retreat
And on these rainy morns cavorts
  Beneath our slippery feet!

How falsely doth he calculate
  Our death-impending gait,
For even though the worm will turn,
  He always turns too late.

L. R. C.

"Appendices are out of date,"
  The Learned cry in this wise day,
But how the Juniors'd mourn their fate,
  If C——s' Appendix were cut away!

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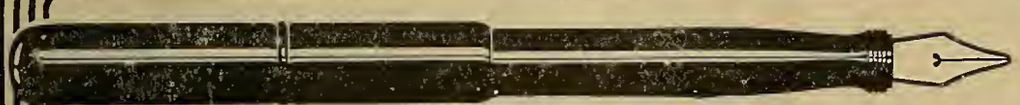

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